

LOVE THE LORD  
YOUR GOD WITH  
ALL YOUR  
HEART AND  
WITH ALL OF YOUR  
SOUL AND WITH  
ALL YOUR MIND  
AND WITH ALL  
YOUR STRENGTH.  
MARK 12:30

**SUM HERO**

YOUTH DISCIPLESHIP  
VOL 4





The following information is  
absolutely critical to the  
successful use of  
ΣΥΜΦΕΡΟ  
in your church.

Please read before proceeding.

The lesson plan for each ΣΥΜΦΕΡΟ session varies greatly. ΣΥΜΦΕΡΟ offers a broad range of interactive experiences—from standard Bible study formats, unique prayer activities, and opportunities for students to actively share their faith away from church. The approach of ΣΥΜΦΕΡΟ focuses more on creating experiential encounters with God and His Word than on static classroom study.

ΣΥΜΦΕΡΟ requires



**committed leadership and vital preparation.**



■ **Committed Leadership**—ΣΥΜΦΕΡΟ leadership requires a committed, long-term, ongoing approach to discipleship. ΣΥΜΦΕΡΟ not only pushes dedicated students by a 32-week commitment, but youth leadership as well.

Consider this statement:

*“Students will live up to and even exceed the high expectations of those they trust and love, those whose life is an example of the benefits of such expectations.”*

■ **Vital Preparation**—In any experience-based method of instruction, the key is preparation. If students are to encounter God and His Word in new and meaningful ways, we must be prepared to spend the time necessary to create the environments for those encounters. Each lesson requires a good deal of preparation in advance of the meeting.

We hope that you utilize this preparation time with your youth discipleship team as an opportunity for planning and prayer. An exciting part of this preparation is the anticipation of what God will do in the hearts of students during and following each ΣΥΜΦΕΡΟ session.




*Without this preparation ΣΥΜΦΕΡΟ will fail, because each session depends on **planned** experiences.*



## Introduction

We are pleased that you have considered using these materials with your students.

**SUMPHERO** Youth Discipleship started with these thoughts:

-  What if students stopped spending their time at church in a static classroom setting, and began to engage in meaningful spiritual disciplines instead?
-  Could learning and growing become acts of desire instead of disdain?
-  Do we really believe that God's word is "living" and can capture students' attention and make them thirst for more?

The compilers of these materials believe students want to know God, serve Him more fully, and be actively engaged in a deepening relationship with Him. **SUMPHERO** continues this process of engaging students with *eight meaningful spiritual disciplines*. Our hope is that your students will begin to make these disciplines a part of their life and character. May God bless you as you seek to develop your students into fully devoted followers of Christ.

 The **SUMPHERO**  
Task Force



## "Now, what's that word again?"

Sumpherō (Some – fair – o) is the Greek word translated "good," which literally means, "to bring together or bear together for the benefit of another." It is used in Hebrews 12:10 where the Word says, "But He disciplines us for our *good* that we may share in His holiness." God's discipline, therefore, is designed not to punish us, but to direct us away from our self-destructive tendencies and bring us in line with His perfect plan and intentions. God's encouragement is designed to accomplish this same goal. His love, mercy, faithfulness, and every other active quality of God are also designed as agents of *this* truth: the benefits of God are God Himself. No one is good, but Him, and no way is right, but His.

## ■ ■ ■ ■ ■ “What’s the point?”

It is critical that students understand this intrinsic motivation for loving God. We do not study the Bible, have a Quiet Time, pray, meditate, memorize scripture, fast, minister, or engage in any other spiritual discipline for any other reason except that He is worthy of our worship, or for any other reward than for God Himself. We do not apply the disciplines thinking, “now God owes us something for our obedience” but rather, we apply the disciplines because we owe God everything. The fruit of applying those disciplines is our sharing in His holiness.

## ■ ■ ■ ■ ■ “What’s the plan?”

ΣΥΜΦΕΡΟ̅ has been designed around this compulsion: *loving Jesus*. Jesus told us in Mark 12:30 that the greatest commandment for an individual life is to “love the Lord your God with all your *heart*, with all your *soul*, with all your *mind*, and with all your *strength*.”

Why did Jesus mention these four areas of focus?

ΣΥΜΦΕΡΟ̅ has been developed from an understanding that these are four core areas of a consuming love for God.

## ■ Heart ■ Soul ■ Mind ■ Strength ■

*The following is a brief explanation of the uniqueness of these core areas of loving God:*

**Heart:** Anytime a person says, “I love you with all my heart,” he is saying he loves you with all of his capacity to do so. Heart refers to capacity; capacity for emotion, capacity for commitment, and capacity for devotion. It is an inner quality that relates to the deepest aspects of who we are. Loving God with all your heart reflects a complete allegiance to Him.

**Soul:** A person is not a body that has a soul, but rather a soul that has a body. The soul is that uniquely “you” creation of God which will live in eternity. To love God with all your soul means to love Him as only “you” can. It is recognition of the fact that God has uniquely crafted you and designed you for a purpose, and your commitment to love Him by pursuing that purpose fully.

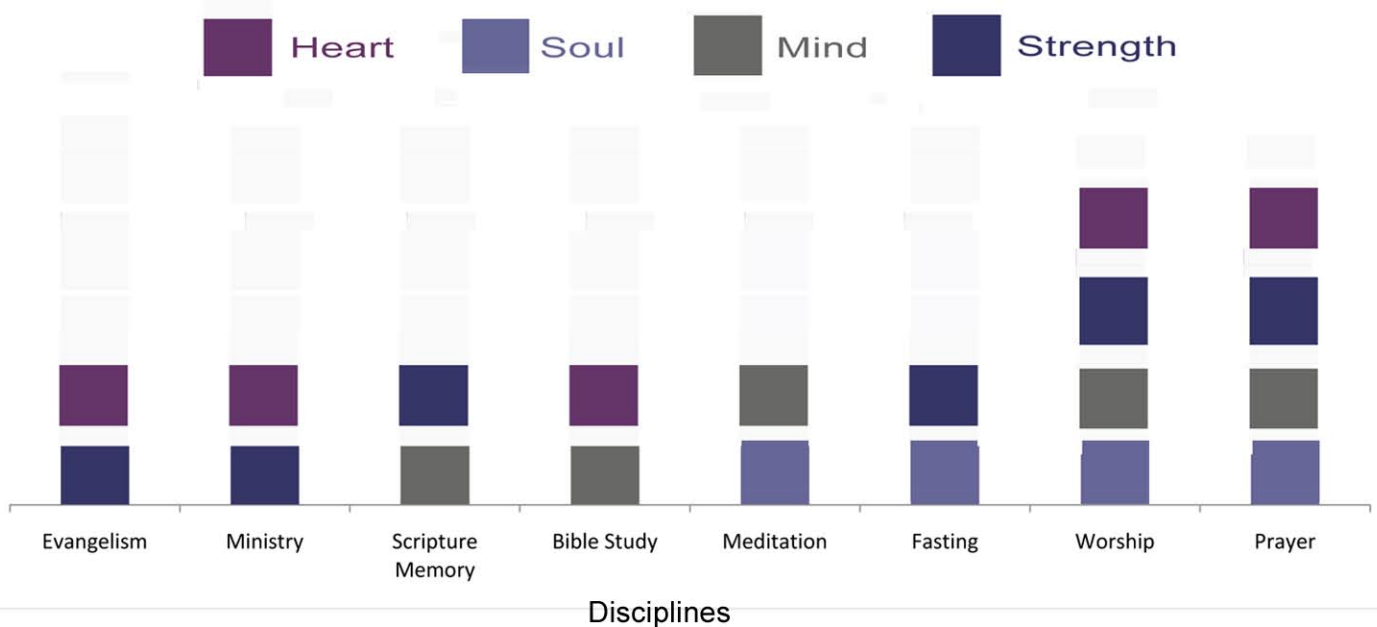
**Mind:** To love God with all your mind is to obediently follow Romans 12:1-2, Psalm 119:11, and many other such passages. We must develop a Biblical worldview, which enables us to process each occurrence of life through the filter of truth. If you are to love God with all your mind, then you must value His Word more than your own opinions, and seek to conform your thoughts to His.

**Strength:** Time seems to pass quickly the older you get, but teenagers often feel there is plenty of time for everything. Students need encouragement to make the most of each day. Loving God with all your strength is an exercise in focus, attention, and effort. It is living with the realization that tomorrow isn’t promised and God desires and deserves my fullest measure today. Loving God with all your strength is the outward manifestation of the other three “inner” devotions.

*Each core area displays a unique quality in its approach to loving God. Sumpherō desires to engage students in targeted spiritual disciplines that foster these unique qualities. The design and hope of this ministry is for students to be actively involved in the disciplines of Christian living and thus encounter Jesus in new and meaningful ways that create a deepening love for Him.*

## ■ ■ ■ ■ ■ Eight Disciplines and Consuming Love

All eight spiritual disciplines used by ΣΥΜΦΕΡΩ will be targeted to strengthen different areas of a consuming love for God. We recognize the impact of these disciplines cannot be limited to the areas prescribed by ΣΥΜΦΕΡΩ but they have been assigned as a tool for illustration and development (see the following chart). For instance, when a student is engaged in *meditation*, the lesson will unfold from the perspective that the student is participating in a spiritual discipline that will help him to love God with all his *soul* and *mind*. Prayer is the discipline that under girds every area of loving God, thus, this teaching point will be emphasized during each session on prayer.



## ■ ■ ■ ■ ■ Schedule

ΣΥΜΦΕΡΩ is an ongoing method of youth discipleship. Each of the eight spiritual disciplines will have four sessions devoted to them, for a total of **32** sessions.

## ■ ■ ■ ■ ■ Planning Your ΣΥΜΦΕΡΩ Schedule

### ■ ■ ■ ■ ■ *Enlistment & Kick-Off Party, Late August/Early September*

This event should be held at your discretion and be used to promote ΣΥΜΦΕΡΩ to your students and to enlist them to participate. Host a party and prepare an element from the year for the students to experience. Serve refreshments and answer questions. Students should then be given the opportunity to sign-up.


Sessions should continue meeting once a week, breaking for holidays and other special occasions. With 32 sessions, ΣΥΜΦΕΡΩ should conclude in late April.

## The Sessions

The thirty-two sessions of **ΣΥΜΦΕΡΟ** have been organized on a rotational basis. Each week students will be engaged in a different one of the eight spiritual disciplines until each of the disciplines has been experienced four times. Below is a chart that explains this approach.

The lesson plan for each of the sessions will vary from students experiencing a standard Bible Study format to unique prayer experiences to actively sharing their faith away from the church. Again, the lessons will focus more on creating experiential encounters with God and His Word than on static classroom study. These lessons will require **committed leadership** and **vital preparation**

## SESSIONS BY DISCIPLINES



Session 1 Prayer	Session 2 Ministry	Session 3 Meditation	Session 4 Fasting	Session 5 Worship	Session 6 Bible Study	Session 7 Scripture Memory	Session 8 Evangelism
Session 9 Fasting	Session 10 Prayer	Session 11 Meditation	Session 12 Worship	Session 13 Ministry	Session 14 Bible Study	Session 15 Scripture Memory	Session 16 Evangelism
Session 17 Fasting	Session 18 Meditation	Session 19 Ministry	Session 20 Scripture Memory	Session 21 Bible Study	Session 22 Worship	Session 23 Evangelism	Session 24 Prayer
Session 25 Fasting	Session 26 Scripture Memory	Session 27 Evangelism	Session 28 Prayer	Session 29 Worship	Session 30 Ministry	Session 31 Bible Study	Session 32 Meditation



We hope you have a great year of discipleship. As you work through these materials, be mindful that we are always looking for feedback and would love to hear from you. If there is an instruction you don't understand or any question at all, just email Andy at [aharrison@bgco.org](mailto:aharrison@bgco.org). And a big thanks for your church's gifts to the Cooperative Program. Your gifts through the Cooperative Program make **SUMPHERO** possible.

 **A last word...**

I would like to say a word of thanks and gratitude to this year's **SUMPHERO** Task Force. They have served as encouragers, friends, and co-authors in the creation process of Volume 4. Their willingness and dedication to this discipleship material has been invaluable.

**Jon Bawden, First Baptist East, Lawton, OK**  
**Kent Epling, Meadowood Baptist Church, Midwest City, OK**  
**Chris Gordon, First Baptist Church, Sayre, OK**  
**Matt McClure, First Baptist Church, Tulsa, OK**  
**Garry McNeill, First Baptist Church, Durant, OK**  
**Jeron Young, Emmaus Baptist Church, Moore, OK**



May God bless your ministries!

Andy Harrison  
Baptist General Convention of Oklahoma  
Student Education Ministry Specialist




# ABLE

## OF CONTENTS

SESSION	SPIRITUAL DISCIPLINE	VERSES	DESCRIPTION
1	Prayer	Phil. 3:10	To lead students through a time of prayer for fellow teenagers in Oklahoma.
2	Ministry	Matthew 5:14-16, 1Peter 7:11-17	To challenge the students to create ways to minister to those who serve and lead in their schools.
3	Meditation	Josh. 1:7-8	To empower students to make and keep a S.O.A.P journal.
4	Fasting	Psalm 68:5; Psalm 82:3; James 1:27	To lead students through a short lesson on fasting and to use fasting as a time to pray for orphans in America.
5	Worship	1 Cor. 12:12-27; Eph. 4:11-16; Phil. 2:1-4; Heb. 10:19-25; I Tim. 4: 12	To teach students that a vital part of our worship to God happens in the context of the whole church body, and that interaction with believers of all ages is important to our development as true worshipers.
6	Bible Study	James 3:1-12	To engage students in a small-group Bible study on controlling the tongue.
7	Scripture Memory	John 1:14; I John 3:1	To engage students in scripture memory by using various passages and people from the Bible.
8	Evangelism	Phil. 1:6; Rom. 8:35	To challenge students to share their faith and do hard things for Christ.
9	Fasting	Psalm 68:5; Prov. 15:25; Acts 6:1-3	To lead students in a study on fasting for widows in your church.
10	Prayer	1 Sam. 2:1-10; Psalm 51:1-19; Dan.9:1-14; John 17:20-26; Acts 4:25-31	To examine the great prayers of the Bible and relate them to our daily prayers.
11	Meditation	Psalm 24: 1-6	To introduce students to the practice of meditation involving the reading and praying of scripture.
12	Worship	Psalm 32:1-5; Psalm 24	To help students understand worship through music. Students will write their own song based on Psalms.



# ABLE

## OF CONTENTS

SESSION	SPIRITUAL DISCIPLINE	VERSES	DESCRIPTION
13	Ministry	1 Thess. 5:11; 1 Thess. 3:2	To lead students in encouraging staff and leaders of their church in creative ways.
14	Bible Study	Titus 3:1-11	To engage students in a Bible study on godly living.
15	Scripture Memory	Matthew 7:13-14	To have students memorize Matthew 7:13-14 while experiencing several roads mentioned in scripture.
16	Evangelism / Prayer	Philemon 1:6; 2 Chron. 7:14	To provide an interactive experience in which students are challenged to pray for the lost in their schools.
17	Fasting	1 John 3:17; Prov. 14:21, 31; Isaiah 58	To impact students with the reality of poverty worldwide and to discover our responsibilities according to God's word.
18	Meditation	Phil. 1:27-30	To engage students with the privilege of suffering for Jesus Christ and His good news.
19	Ministry	Matt. 25: 35-36, 40	To encourage students to minister to those in their communities.
20	Scripture Memory	Matt. 5:3-10	To lead students in a creative way of memorizing the Beattitudes..
21	Bible Study	Malachi 1:6-14	To teach students the TAN method of Bible study method.
22	Worship	PSALM 103:1	To lead students to understand the concept of worshipping God with all that is within them+
23	Evangelism	Philemon 6: Romans 3:23; 6:23; 5:8; 10:9-10: 10:13	To teach students three relational personal evangelism methods and give them experience using each method.
24	Prayer	Various	To demonstrate that prayer can also be a series of conversations through what God has already said in His word.



# ABLE

## OF CONTENTS

<b>SESSION</b>	<b>SPIRITUAL DISCIPLINE</b>	<b>VERSES</b>	<b>DESCRIPTION</b>
25	Fasting	Luke 10:25-37	To engage students in a fast designed to focus their attention on the lost.
26	Scripture Memory	Ezekiel 16:49-50	To engage students in the discipline of scripture memory.
27	Evangelism	ROMANS 1:6	To creatively engage students in skits that will help them understand the power of the Gospel Message.
28	Prayer	Ex. 20:12; Eph. 6:1-2; Col. 3:20	To challenge students to honor their parents and pray for them.
29	Worship	1 Sam. 15:22; Hos. 6:6; Is. 29:13; Is. 58; Matt. 12:7	To engage students in worship by considering God's values.
30	Ministry	Luke 1:17; Malachi 4:6; Heb. 4:12	To give students both the encouragement and a practical resource to lead a family devotion time in their home.
31	Bible Study	Heb. 11:6	To engage students in a small-group Bible study of Heb. 11:6.
32	Meditation	Psalm 24	To challenge students to learn to be quiet and contemplative before the Lord.

## ■ ■ ■ ■ ■ Preparation

■ Make copies of the “Prayer Walk for Oklahoma Students” handout for each student.

■ Supplies: Multiple colors of Sidewalk Chalk (for outdoor prayer walk) or masking tape (for indoor prayer walk).

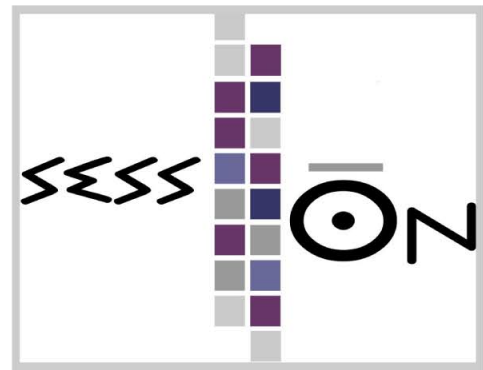
■ In the parking lot, with sidewalk chalk, draw a very large map of Oklahoma. In the map, draw 12 stars at different points or places. These will be the prayer stations. If you want to, coordinate the star colors with the colors of the stars on the Prayer Walk handout. This will help students know what to pray for at each stop. If you cannot do this outdoors, then use masking tape to accomplish the same effect indoors. Use the biggest room for which you have access. This will work better on a large scale.

**NOTE:** *If you are using these materials and your church is NOT in Oklahoma, then you will want to research demographics for your state and adapt this session accordingly.*

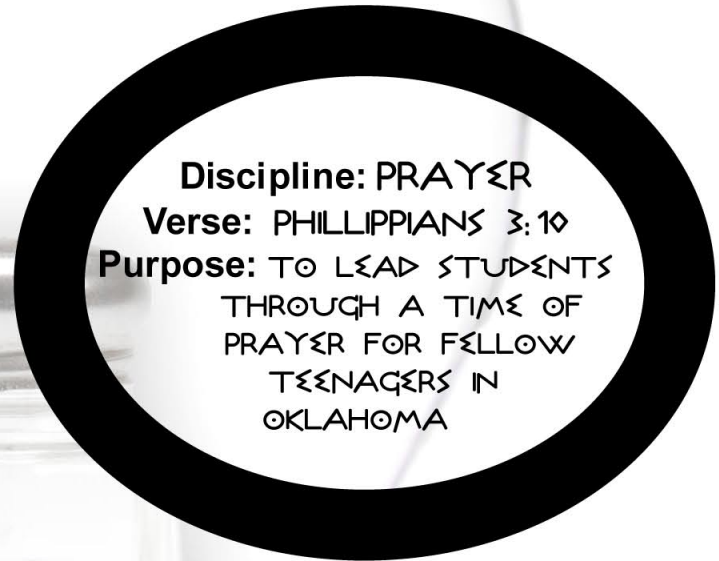
## ■ ■ ■ ■ ■ Session Teaching Plan

■ **Step One – 10 minutes** Gather your students together and tell them that today’s emphasis is on prayer. Tell them they will be going on a prayer walk in the parking lot (or gym or large room if weather does not permit). Let students know they will be praying for students in Oklahoma. Read Philippians 3:10 and say, *“Paul wanted to know Christ and the power of His resurrection. That is, Paul wanted to share his faith and watch others transformed by the power of Christ’s resurrection. He also wanted to share in the fellowship of Christ’s sufferings. He wanted to identify with the sufferings of Jesus. One way he did that was by becoming involved in the sufferings of others, bearing their burdens with them, and bringing them comfort and relief in Christ. Paul also wanted to be conformed to Christ’s death. Paul wanted to live a life of self denial, dying to self so that Christ’s purposes might be accomplished in his life. These three parts of Philippians 3:10 are the same areas of focus we need in praying for the students of Oklahoma.”*

- **Step Two — 5 minutes** Instruct students to form groups of three or four. Give them the handouts, send them to the map and tell them they will be given three minutes at each star on the map to pray for each of the items on their handouts. Tell them you will let them know when they need to move to the next prayer star or location.
- **Step Three – 40 minutes** Prayer map (see following page).
- **Step Four – 10 minutes** Gather students together and ask them to respond to the things for which they prayed. Ask students which of the areas of self denial do they most need prayer. Close the session with a commissioning prayer.



one



## THE IMPORTANCE OF SALVATION

"that I may know Him and the power of His resurrection"

### THE IMPORTANCE OF SALVATION

#### FACTS:

- 1 Eighty percent of Oklahoma students ages 12-18 have virtually no connection to any church.
- 2 Adults age 19 and over have just a 6% probability of ever becoming Christians.
- 3 America is a less Christian nation than it was 20 years ago, and Christianity is not losing out to other religions, but primarily to a rejection of religion altogether.

THE IMPERATIVE OF SUFFERING  
"and the fellowship of His sufferings"

## THE IMPACT OF SELF DENIAL

"being conformed to His death"

### THE IMPERATIVE OF SUFFERING

#### FACTS:

- 4 Alcohol and drug abuse continues to be a problem for Oklahoma teens. Oklahoma ranks #1 in prescription drug abuse in the U.S. After being ranked #3 in Meth Labs in 2003, Oklahoma improved, but still ranks 19th.
- 5 In 2006 Oklahoma ranked 6th in teen births in the U.S. In fact, in 2005 the number of teen girls giving birth was more than double the number of incoming female freshmen students at OU and OSU combined, that fall.
- 6 Suicide is the third leading cause of death for young people ages 15-24 in Oklahoma. Suicide rates are slightly higher in rural counties.
- 7 In 2008, Oklahoma ranked as the worst state in the nation for child abuse deaths per capita and among the bottom five states for overall child well-being,

### THE IMPACT OF SELF DENIAL

#### FACTS:

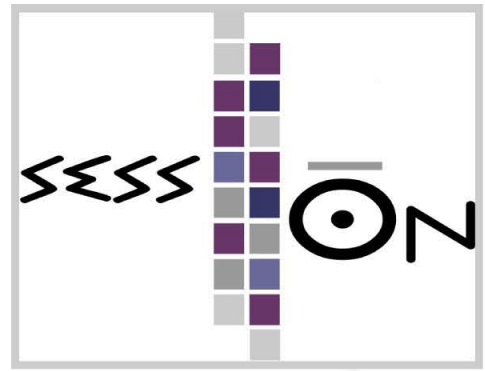
- 8 Evangelism - We need to share the Gospel with other students...no excuses.
- 9 Discipleship - We need to reject a shallow Christianity and deepen our walk with Christ.
- 10 Ministry - We need to reach out to people in unprecedented ways to meet their needs.
- 11 Worship - We need a renewed sense of awe for and obedience toward God.
- 12 Fellowship - Our friendships need to be based more on our mutual commitment to faith than anything else.



PRAYER WALK FOR OKLAHOMA STUDENTS  
PHILIPPIANS 3:10

## ■ ■ ■ ■ ■ Preparation

- Students will need their Bibles
- Paper and pencil or pen will be needed for each team of 3-4 students.
- Not a must, but this would be a good session to meet around tables.



two

**Discipline:** MINISTRY

**Verses:** Matthew 5:14-16;  
1 Peter 2:12-17

**Purpose:** TO CHALLENGE STUDENTS  
TO CREATE WAYS TO SERVE  
THOSE WHO SERVE AND  
LEAD AT THEIR SCHOOLS.

## ■ ■ ■ ■ ■ Session Teaching Plan—5 steps

- **Step One – 10 minutes** – Begin teaching by instructing students open their Bibles to 1 Peter 7:11-17. Say, “*Today we are going to look at showing Christ in our schools by serving those adults—and possibly a few students—that serve and lead at our schools. This could be our teachers, custodians, administrators, office personnel, bus drivers, etc*”. Read 1 Peter 2:12-17, and ask, “*can you think of how this could relate to serving at our schools, like serving those at school as Peter challenges us to serve the Gentiles?*” Ask questions like: 1) How can submitting and serving those in authority over us show Jesus in a real way? 2) In what ways could we really “glorify God” before our school folks while serving them? 3) In what ways could this type of ministry change our relationship with those at our school? 4) Could this really open communication with teachers, custodians, principals, and others that could lead to sharing Christ with them? If so, how? End this study time by having everyone turn to Matthew 5:14-16. Discuss how we can shine “our light” to those at our schools by serving – like Jesus always did.
- **Step Two – 25 minutes** – Break students into teams of 3-4 students. Have each team select a “note taker” to write down all the ideas. Ask each team to brainstorm ideas about how they can serve those at their school (pick according to community and school needs). Direct students to think through the entire plan for each project idea, [1] who to call to get permission if needed, 2) how much money (if needed) and how to raise the money, 3) timing of each project (encourage students to proceed during this semester or the next few weeks), and would it be a one-time thing or numerous settings, 4) how many students would be needed, 5) etc..
- **Step Three – 10 minutes** – Bring students back together and share possible school service projects and ideas. Talk about challenges and any additional preparation that a certain team might have overlooked. After all teams have reported, challenge the group to think of any other possible service.
- **Step Four – 10 minutes** – Have students get back into their teams and each student pick one of their projects and finish discussing when they can do it. Ask them to plan to share in a few weeks when they have taken the opportunity to do the project.
- **Step Five – 5 minutes** – Bring everyone back together and pray over projects and ideas.

## ■ ■ ■ ■ ■ Preparation

■ Session 3 will require students to do some writing, so have tables (if available) set up in the room.

■ Students will need lined notebooks. Have students bring a notebook (spiraled or bound) to use for the year. Encourage students decorate them (optional).

■ Provide a pen or pencil for students.

■ Make your SOAP journal first, so it can be used as an example for students to see. You may also choose to start yours with them if you like.

■ Make enough copies of the SOAP and SPACE acrostic card for each student.

**NOTE:** *Session Five's lesson plan includes a worship questionnaire to be used in two weeks. Distribute this questionnaire to some of your adult church members who regularly attend worship this week. Use Sunday School boxes or secure permission to hand them out as people leave the worship service. Any method will suffice as long as you ensure that you receive some of the questionnaires in time to prepare your study. You will need eight questionnaires back from adults. The questionnaire is included in the materials for this week's session.*

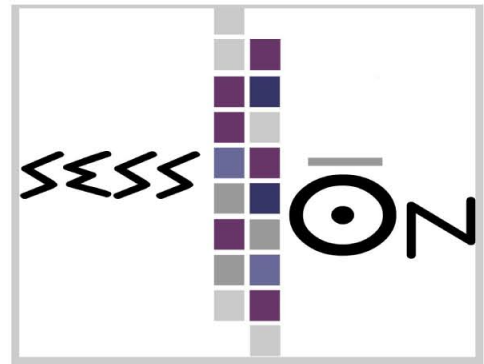
## ■ ■ ■ ■ ■ Session Teaching Plan—3 steps

■ **Step One - 45 min.** After students arrive, say "Today we want to teach the discipline of journaling." Distribute the pens and the notebooks along with the SOAP and SPACE acrostic card. Say, "These will be your notebooks for the ENTIRE year. Make sure to keep them with you and confidential. Please don't leave them lying around the youth room. Keep them with you wherever you have your quiet time." Say, "Christian meditation is all about focusing our hearts and minds on the truth of God's Word. It is about taking the time to spend in His Word to let it teach us something. I want you to take these journals and open them to the first page. At the top of the first page in the top left hand corner write an S. Then skip a few lines and write an O. Skip a few more lines and write in an A. Then skip a few more lines and write in a P. These are going to be our SOAP journals. Beside the S write scripture, beside the O write observation, beside the A write application, then beside the P write out prayer." Say, "lets take our first scripture Joshua 1:7-8 and write it out, word for word, next to the word scripture in our journals." Take time to let them write it out in their journals. Say, "Now let's observe what it is saying to us. Let's re-write it in our own words next to the word observation." Take time to let them write it

out. Say, "Now let's write out next to the word application what we can take from this scripture. How does it apply to your life right now (refer to the SPACE acrostic handout)? Is there a Sin you need to confess? A promise you need to claim? An attitude you need to change? A command you need to obey? Or is there an example for you to follow?" Take time to allow for them to write. Say, "Now let's write out a prayer to God asking Him to help us in the application of this scripture in our life." Take time for them to write.

■ **Step Two - 10 min.** Ask students for their questions regarding the journaling process. You may have a volunteer read their observation or application part of their journal to help make sense of it. Encourage students to write in their journals every day during their Quiet Time. If students don't have a reading plan, suggest they start with Philippians and work a couple of verses at a time. If they already have a plan in place, encourage them to use the scripture they are reading each day and SOAP it.

■ **Step Three - 5 min.** Ask for any prayer requests and close in prayer.



three

**Discipline:** ΜΕΔΙΤΑΤΙΟΝ  
**Verse:** ΙΟΥΗΙΑ 1: 7-8  
**Purpose:** ΤΟ ΕΜΠΟΙΕΡ  
ΣΤΥΔΕΝΤΣ ΤΟ ΜΑΚΕ  
ΑΝΔ ΚΕΕΡ Α  
Σ.Ο.Α.Ρ ΙΟΥΗΙΑΛ.

## S.O.A.P. & S.P.A.C.E.

Scripture - write out scripture word for word      Sin to confess  
Promise to claim

Observation - write out scripture in your own words      Attitude to change

Application - write out an application to your life using the SPACE acrostic      Command to obey  
Example to follow

Prayer - write out a prayer to God

## S.O.A.P. & S.P.A.C.E.

Scripture - write out scripture word for word      Sin to confess  
Promise to claim

Observation - write out scripture in your own words      Attitude to change

Application - write out an application to your life using the SPACE acrostic      Command to obey  
Example to follow

Prayer - write out a prayer to God

## S.O.A.P. & S.P.A.C.E.

Scripture - write out scripture word for word      Sin to confess  
Promise to claim

Observation - write out scripture in your own words      Attitude to change

Application - write out an application to your life using the SPACE acrostic      Command to obey  
Example to follow

Prayer - write out a prayer to God

## S.O.A.P. & S.P.A.C.E.

Scripture - write out scripture word for word      Sin to confess  
Promise to claim

Observation - write out scripture in your own words      Attitude to change

Application - write out an application to your life using the SPACE acrostic      Command to obey  
Example to follow

Prayer - write out a prayer to God

# WORSHIP QUESTIONNAIRE

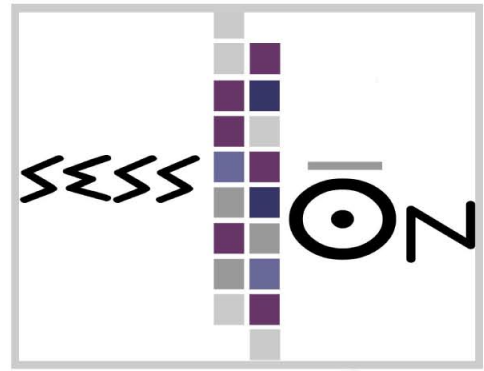
Please return to \_\_\_\_\_ (person) at \_\_\_\_\_ (location)  
by \_\_\_\_\_ (date).

- 1) How long have you attended corporate (large group) church worship services?
- 2) What is the most meaningful part of your personal church worship experience?
- 3) What part of worshipping with others is most challenging to you?
- 4) What kind (how strong) of effort do you feel the youth (7<sup>th</sup> – 12<sup>th</sup> graders) make to interact with the other age groups of the church, both through attending worship services and other forms of interaction? What kind of effort do you feel the other age groups make to interact with the youth? More specifically, how do you interact with or invest into the lives of the students?
- 5) Are you encouraged when you see students at a greater level of participation and interaction with the whole church body? If so, please explain.



## Preparation

- Make enough copies of the **Orphan Facts Handout** for each student.
- Bring enough note cards (2 per student) and pens.
- Call the local DHS office for your county, and find out how many children (under the age of 18) may currently be in your county's foster care system. Use this number to help your teenagers be aware of how many orphans there may be in your community.



four

**Discipline:** FASTING

**Verses:** PSALM 68:5;

PSALM 82:3; JAMES 1:27

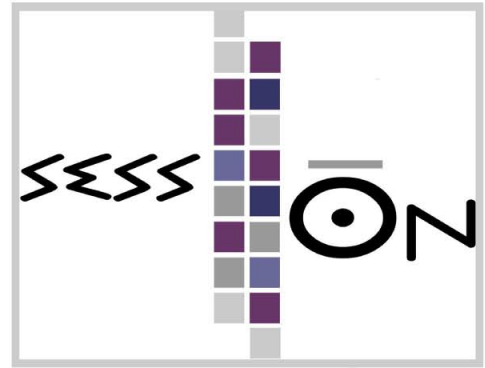
**Purpose:** TO LEAD STUDENTS THROUGH A SHORT LESSON ON FASTING AND TO USE FASTING AS A TIME TO PRAY FOR ORPHANS IN AMERICA.

## Session Teaching Plan—4 steps

- **Step One – 20 minutes** Begin your teaching time by encouraging your students to open their Bibles to Psalms 82:3. Ask your group what it means to “defend the fatherless.” Also ask, “*From what are we defending the fatherless?*” Turn your Bibles to Psalms 68:5. Ask your group: “*Who is ultimately the father to those without parents? How do you think God wants to be father to the fatherless?*” After letting students talk through their answers then have them turn their Bibles to James 1:27. Then ask your group again, “*How do you think God wants to take care of orphans? What are ways that Christians can help look after orphans?*” Say, “*Certainly one way that we can look after orphans is to pray for orphans. We are going to be fasting this week. And, we want to be spending our fasting time praying for orphans.*”
- **Step Two – 20 minutes** Distribute **Orphan Facts Handout** to students and say, “*Let’s look at and discuss these 10 facts about orphans.*”
  - Most estimates put the number of orphans worldwide at close to 130 million.
  - By population, orphans would be the 8th largest country in the world, just ahead of Russia.
  - Somewhere in the world, a child dies every 5.2 seconds due to malnutrition, disease, or neglect, 16,600 die every day and over 6 million kids will die this year alone.
  - In Russia, of those who age out of the orphanage system 10-15% commit suicide by age 18, 60% of girls become prostitutes and 70% of boys become hardened criminals.
  - Every 15 seconds a child loses a parent to AIDS (World Vision)
  - Globally, 44 million children will have lost at least their mother to AIDS by the year 2010 (USAID, Children on the Brink 2000)
  - Here in the United States, approximately 510,000 are living in the foster care system.
  - 127,000 children throughout the United States are waiting for permanent adoptive families.
  - In the New York foster system, 60% of the kids who age out end up homeless.
  - More than 20,000 teens age out of the foster care system each year. They are forced to try and make it on their own with no support or guidance.

■ ■ ■ ■ ■ Session Teaching Plan cont.

■ **Step Four – 20 min** Pass out one note card and pen to each student. Ask, “Consider some of the facts that you want to pray for this week concerning orphans.” Have students write the verse Jeremiah 29:11 on the other side of their card. Say, “This week we are going to be praying for orphans, and this card is to be your prayer card each day.” Pass out the second note card. Have students write down the pleasures that they want to fast from this week. Give them ideas such as, Coca Cola, Chocolate, gum, candy, TV, internet, facebook, hot water, etc.. Ask your group to come up with ideas to share with the group! End your Sumphero time by asking your group to fast from at least one pleasure. Each time they think of that pleasure they need to pray over their orphan prayer card.



four

**Discipline:** FASTING  
**Verses:** PSALM 68:5;  
PSALM 82:3; JAMES 1:27  
**Purpose:** TO LEAD STUDENTS  
THROUGH A SHORT LESSON ON  
FASTING AND TO USE  
FASTING AS A TIME TO PRAY  
FOR ORPHANS IN  
AMERICA.





# ORPHAN FACTS

**Most estimates put the number of orphans worldwide at close to 130 million.**

**By population, orphans would be the 8th largest country in the world, just ahead of Russia.**

**Somewhere in the world, a child dies every 5.2 seconds due to malnutrition, disease, or neglect, 16,600 die every day and over 6 million kids will die this year alone.**

**In Russia, of those who age out of the orphanage system, 10-15% commit suicide by age 18, 60% of girls become prostitutes and 70% of boys become hardened criminals.**

**Every 15 seconds a child loses a parent to AIDS (World Vision)**

**Globally, 44 million children will have lost at least their mother to AIDS by the year 2010 (USAID, Children on the Brink 2000)**

**Here in the United States, approximately 510,000 are living in the foster care system.**

**127,000 children throughout the United States are waiting for permanent adoptive families.**

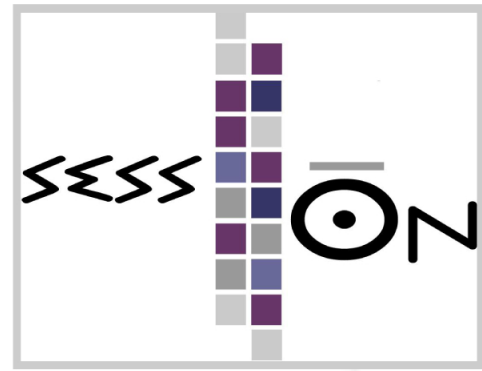
**In the New York foster system, 60% of the kids who age out end up homeless.**

**More than 20,000 teens age out of the foster care system each year. They are forced to try and make it on their own with no support or guidance.**



## Preparation

- Gather worship questionnaires from adults who regularly attend your church's worship services or gatherings. These should have been distributed two weeks ago. From these questionnaires, determine the eight best responses to question number 5. Write these responses on poster board and tape them to the walls around your room, or place them on tables, face down. Do not allow students to see the responses yet.
- Take time to familiarize yourself with the biblical passages that you will use to teach the principles at work here. Pay special attention to 1 Cor. 12:12-27 and Heb. 10:19-25.



five

- Secure the necessary items to play a game at the beginning of your time. Suggested items: two pens or pencils, two Bibles, two classroom erasers (all to be searched for in the first part of the game by the students). The second part of the game should include 5 or 6 items for each student. Make the items identical. For instance, make sure that each student has the same challenge in front of them. They will go pick up the five items without their hands and with only one leg.

**NOTE:** Students will probably have to use their mouths to pick up the items. It should be fun to watch.)

- Have eight black markers on hand.

## Session Teaching Plan—7 steps

- **Step One – 10 min.** Lead the students to play a game where they attempt to do different activities, but without certain parts of their bodies. For instance, break the students into two teams. Pick a student from each team to find three random objects (i.e. pens, erasers, Bibles) around the room, but blindfold them. Let them try to find them by themselves at first, and then allow one of their teammates to give them verbal instruction as they remain blindfolded. The first one to find all three items is the winner. Then, pick two more students to play the next game. Their hands must remain behind their backs and they must hop on one leg. It's as if they have no hands and only one leg. Now place the rest of your items around the room (about 5 or 6 – i.e. mini candies, large marshmallows, limes, etc). Have each student hop around the room and the first one to successfully pick up all of the objects and bring them back to a designated home base will be the winner.
- **Step Two – 5 min.** Lead the students in a brief large group discussion about what it is like when you do not have all the parts of your body and you are expected to function correctly. Ask if any

### Discipline: WORSHIP

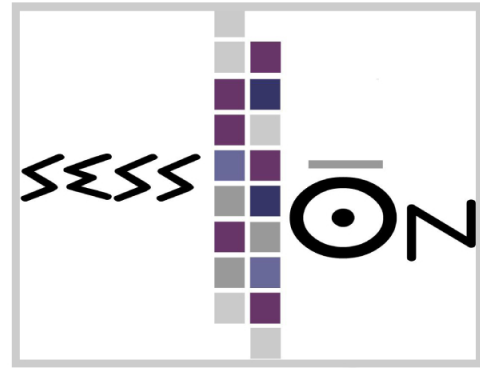
**Verse:** 1 CORINTHIANS 12:12-27;  
EPHESIANS 4:11-16; PHILIPPIANS 2:1-4;  
HEBREWS 10:19-25; 1 TIMOTHY 4:12

**Purpose:** TO TEACH STUDENTS THAT A VITAL PART OF OUR WORSHIP TO GOD HAPPENS IN THE CONTEXT OF THE WHOLE CHURCH BODY AND THAT INTERACTION WITH BELIEVERS OF ALL AGES IS IMPORTANT TO OUR DEVELOPMENT AS TRUE WORSHIPERS.

student has ever had a broken arm or leg or other injury that limited them physically. Then ask the students if they think the church ever functions without all of its members. Ask them if/when they have been the ones to blame as students. Then ask the students how they can invest and interact more with the whole church body (*possible answers: faithfully attending "big church", serving the elderly people through work projects, organizing activities to unite all ages of the church, serving in important areas of church ministry such as outreach, etc*).

- **Step Three – 10 min.** Break the students into 4 or 8 groups, depending upon the size of your group. The size of the groups is not that important, but the number of groups is essential for one of the later steps. Have each group look up the following passages of Scripture: 1 Corinthians 12:12-27; Ephesians 4:11-16; Philippians 2:1-4; Hebrews 10:19-25. Have the students read them out loud.

## Session Teaching Plan cont.



five

■ **Step Four – 15 min.** Bring the students back to the large group and discuss the meaning of the passages they read. For example, in 1 Corinthians 12, note that God arranged the parts of the body just as He pleased (v. 18). God gives honor to the parts of the body that humans do not (v. 22). God calls us to be all in (v. 25-27). He says there is to be no division, but that each part should have equal concern for one another. If one part suffers, every part suffers with it. In Hebrews 10, we are called to spur one another on to love and good deeds. Ask the students why it is important that we spur on elderly people? Middle aged people? Empty-nesters? College students? Young married people? What issues are unique to each age group? Ask the students which verses spoke to them and why.

■ **Step Five – 10 min.** You should have eight pieces of poster board prepared with answers from the worship questionnaires of how the students encourage the adults in their worship experience. If you have four groups, each group gets to turn over two answers. If you have eight groups, then each group gets to turn over one answer. Instruct each entire group to go and stand by one (or two) of the pieces of poster board. Now say, "We asked some of our church members to tell you how you affect them when you interact with the whole body of Christ. Here are some of their answers." Then have each group turn over their poster board(s) and read them out loud. Remind them that they make a difference as they invest into the whole body of Christ, rather than just into the youth ministry.

■ **Step Six – 5 min.** Now have each group take a few minutes to write a note back to the congregation in general. Have them consider how the elderly people inspire them to stay faithful, or maybe how people with young children inspire them to prepare to be godly parents some day. They may think of something different. Have them write their note back to the church on the blank side of the poster board about how the congregation spurs them on to love and good deeds. The note will not be read in front of the congregation, but rather shared with the staff.

### Discipline: WORSHIP

**Verse:** 1 CORINTHIANS 12:12-27;  
EPHESIANS 4:11-16; PHILIPPIANS 2:1-4;  
HEBREWS 10:19-25; 1 TIMOTHY 4:12

**Purpose:** TO TEACH STUDENTS THAT A VITAL PART OF OUR WORSHIP TO GOD HAPPENS IN THE CONTEXT OF THE WHOLE CHURCH BODY AND THAT INTERACTION WITH BELIEVERS OF ALL AGES IS IMPORTANT TO OUR DEVELOPMENT AS TRUE WORSHIPERS.

■ **Step Seven – 5 min.** Close with a brief group discussion on what the students can do to become even more involved with their local church body. Ask them to consider how they can bridge the gap between generations, social status, etc. To close, have a volunteer read 1 Timothy 4:12. Remind the students that they are leaders. They can set the example for others, even those who are older than them. Challenge them to be leaders in the way they love, worship, talk, and live every day.

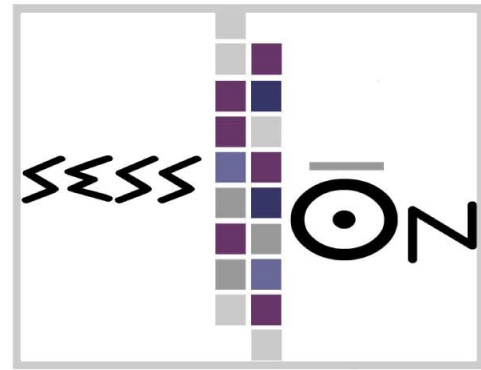
## Preparation

■ Today's lesson will require students to do some writing, so it would be best to have tables (if available) set up in the room.

■ Print and distribute a copy of "The Ready, Aim, Fire Bible Study Method" to each student. Familiarize yourself with the steps of this Bible study method, as you will be leading students through the process. Have pens available for each student as well.

■ Secure several (at least 5, if possible) translations of the Bible. Have them available for students during the study time.

■ Opening Game Supplies: Go to your local meat market or grocery store and purchase a cow's tongue. Depending on the weight of the tongue, they usually cost around \$10-\$15. I know what you're thinking—this sounds disgusting—but hopefully it will be a good "hook" for you as you introduce the lesson. Along with the cow's tongue make sure you have several blindfolds.



six

### Discipline:

BIBLE STUDY

Verse: JAMES 3:1-12

Purpose: TO ENGAGE STUDENTS IN  
A SMALL-GROUP BIBLE STUDY  
ON CONTROLLING THE  
TONGUE.

## Session Teaching Plan—3 steps

■ **Step One – 15 min.** Opening Game: "Guess the Dangerous Weapon?" Begin Session 6 by asking for 3 volunteers. Have an adult take them out of the room and blindfold them. While your volunteers are gone, explain the game to the rest of the group so as to not ruin the surprise for the volunteers. Send in the first volunteer and say, "In my hand I am holding an extremely dangerous weapon. The object of the game is for you to guess what this weapon is." They can only use "yes/no" questions (i.e. "Is it a gun, a knife, a baseball bat, etc.?" ) They can also only ask questions concerning its characteristics (i.e. "Is it black, is it long, is it heavy, does it cut, etc.?" ) You may want to predetermine the number of questions you will allow them to ask. After they use the allotted number of questions, give them an opportunity to guess the weapon. Obviously, since the weapon is the tongue, they usually never guess it right. Say, "Since you were unable to guess the weapon, I will let you touch it to help you guess. Hold out your hands, and I will lay the weapon in your hands—but be very careful because it is very dangerous." It is safe to assume that the volunteer will freak-out, but this will probably provide a good laugh for those watching. Repeat this process with the remaining volunteers. After the game, lead the students in a short discus-

sion about the dangers of the tongue.

■ **Step Two – 30 min.** Distribute a copy of "The Ready, Aim, Fire Bible Study Method." Say, "This week we will use the 'Ready, Aim, Fire' Bible study method to examine the potential danger of our tongue and our need to control it. James 3:1-12 is the passage that we will be examining." Divide the students in groups of three or four. Give students 30 minutes to complete the study. Be available to answer any questions regarding the passage as well as to the method of study.

■ **Step Three – 15 min.** After students finish the study or time has expired, gather students for a time of discussion. Ask, "Why does the Bible compare our tongue to a small spark? What will it take in order to tame our tongue? What does it say about us when we use our tongue to both praise God but also demean others?" Feel free to ask other questions, concerning this passage or topic. Close by reading Ephesians 4:29, and challenging the students to consider the incredible danger of our tongue as well as the lasting benefit/encouragement our tongues can be to others.

## Ready, Aim, Fire Method of Bible Study

**Ready**--*Bring the principles into focus*--Write points or facts that the passage reveals. Go verse by verse.

**Aim**--*Finding the target*--What verse stands out to you the most? Write out why you feel this is the focal verse.

**Fire**--*What does my "target verse" challenge me to do?* How can I put into practice what this verse is saying? What *specific* commitment do I need to make to live out the truth of this verse?

**Ready** — James 3:1-12

3:1 \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3:2-4 \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3:5-6 \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3:7-8 \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3:9-12 \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

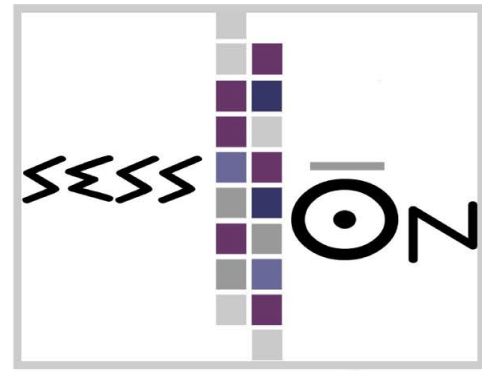
**Aim** — Target Verse: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Fire**  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



## Preparation

- Begin by printing off “Name Changes in the Bible” and “Names of Jesus” handouts. Place them on the walls throughout your meeting space. If possible, place one “Name Change” and one “Name of Jesus” next to each other.
- You may want to provide some extra Bibles and Bible dictionaries (for further understanding to the “Name Changes” or the “Names of Jesus”).
- Provide pens or pencils for each student to make notes and write down thoughts about the names they are studying.
- Make enough room in front of each pair of names (on the floor/or groups of chairs) for a group of 3 or 4 students to sit, look up, study the passages given, and discuss the background and meaning of each name.
- Print off “Importance of a Name” study sheet and make enough copies for your students. Distribute one to each student.
- Think of and write down (on postcards) the names of famous people, both past and present. You will need to have enough for each student to have a name. These will be used for the opening game.
- Have some tape on hand to tape the note cards to the backs of the students. Or, use sticky notes.



seven

### Discipline:

### SCRIPTURE MEMORY

**Verses:** JOHN 1:14; 1 JOHN 3:1  
AND VARIOUS OTHER PASSAGES

**Purpose:** TO ENGAGE STUDENTS IN  
SCRIPTURE MEMORY BY USING  
VARIOUS PASSAGES AND PEOPLE  
FROM THE BIBLE.

## Session Teaching Plan—4 steps

- **Step One – 10 min.** As students arrive, place a famous name on each student’s back. Begin your time by playing the “What’s My Name” game. (In “What’s My Name” each student receives a famous person’s name. Their “name” needs to be visible to others, but not to themselves. So we suggest putting the names on their backs. Students may ask each other “yes” or “no” questions only, to try to figure out their “name”. Other students can only give “yes” or “no” answers. If any other answer is given, besides a “yes” or “no”, both the question asker and the answer giver are disqualified. The first person to find out who they are wins. You may want to give a prize to the winner. This game will serve as an ice breaker, while also bringing the idea of “names” into focus.
- **Step Two – 30 min.** Next, students group into 3 or 4. Have each group stand by a pair of names (“Name of Jesus” and “Name Change in the Bible”). Make sure that each student has a Bible, a pencil, and an “Importance of a Name” worksheet. After students are in groups, each group is in front of a pair of names, and each student has all the materials that they will need, say: “Today we will be talking about the discipline of scripture memory. We are going to look at several names of Jesus and their meaning, then we are going to look at the name or identity change (caused by an encounter with God) of some other important people in the Bible. Using your ‘Importance of a Name’ worksheets and your Bibles, look up the verses (as a group) provided for both sets of names and answer the questions.
- **Step Three – 10 min.** Before moving on to the two scriptures that we are encouraging students to memorize, take a moment to allow groups to share their findings. This will encourage them to remember what they learned about their names, and help other groups see the big picture.
- **Step Four – 10 min.** Instruct students to read each of the two verses, answer the question concerning the importance of the verse, and then spend some time (as groups) memorizing them. If you have any extra time, use it on memorization here, as this is a much neglected discipline. Conclude your time by allowing students to pray with their groups, asking God to help them remember the change that He brought about, in their own lives, through Christ.

# ABRAHAM

## Scripture References:

Genesis 15-25, 2 Chronicles 20:7, Isaiah 41:8, & James 2:23

# JAGOB

## Scripture References:

Genesis 25:26, 29-34, & 27:1-29;  
Genesis 32:22-32; Hosea 12:3

# REBEKAH

## Scripture References:

Joshua 2, Matthew 1:1-5, & Hebrews 11:31

# DAVID

## Scripture References:

1 Samuel 13:14, 2 Samuel 12:1-15, Psalm 51, Acts 13:22

# JOHN

## Scripture References:

Mark 3:17, Luke 9:51-56,  
John 19:35, John 21:24, & Galatians 2:9

# BEAUJIE

## Scripture References:

Acts 9:1-31, Acts 19:1-20,  
Acts 21:17-26, & Galatians 2:1-10

# THIRTY-THREE

## Scripture References:

Isaiah 7:14, Matthew 1:23, & John 1:1-14



# THE NAMES OF GOD

## Scripture References:

John 1:29, 1 Corinthians 5:7, Revelation 5:12,  
Revelation 14:4, Revelation 21:7

# SHAVANOR

## Scripture References:

John 4:42, 1 John 4:14, Acts 13:22,  
Titus 1:4, & 2 Peter 2:20

# SOJNY OVER MY AWAY

## Scripture References:

Luke 7:33-34, Mark 13:26, Mar 14:21  
Mark 14:62, & Acts 7:56

# SEVENTH DAY

## Scripture References:

John 10:1-21 & 1 Peter 5:4

# 1000

## Scripture References:

Acts 2:36, 1 Corinthians 12:3, & Philipians 2:5-11

# THE IMPORTANCE OF A NAME

## Names of Jesus

Begin by looking up the passages for this name of Jesus.

What does it mean?

---

---

---

---

---

Why is that important to know? What does this mean for us today?

---

---

---

---

---

---

---

---

---

---

## Verse

The Word became flesh and made His dwelling among us. We have seen His glory, the glory of the One and Only, who came from the Father, full of grace and truth.  
- JOHN 1:14 -

Why is it important to remember or memorize this verse?

---

---

---

---

---

## Name Change

Begin by looking up the passages for this name change.

Name or identity before life changing event?

---

---

---

What was the "life changing" event?

---

---

---

---

Name or identity after the life changing event?

---

---

---

## Verse

How great is the love the Father has lavished on us, that we should be called children of God! And that is what we are!  
- 1 JOHN 3:1 -

Why is it important to remember or memorize this verse?

---

---

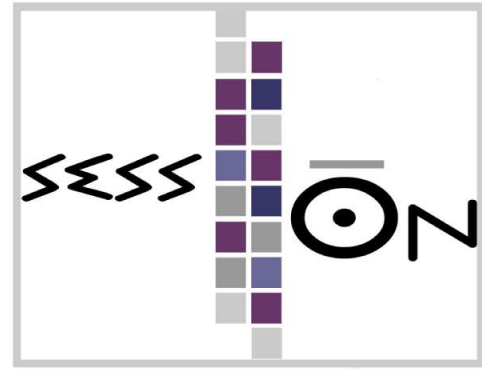
---

---

---

## ■ ■ ■ ■ ■ Preparation

- Set up several tables to give students a place to build their structures and also to write notes.
- Secure one box or bag of uncooked long spaghetti noodles and one large bag of small marshmallows for each group. You will be separating your students into groups of approximately 2 to 6 students per group.
- Provide pens or pencils for each student to make notes and write down thoughts.
- Have extra Bibles on hand for those who may not have one.
- Have a camera on hand so that you can take pictures of the structures the students build.



eight

### Discipline:

ΕΥΑΓΓΕΛΙΣΜ

Verses: PHILEMON 1:6; ROMANS 8:35

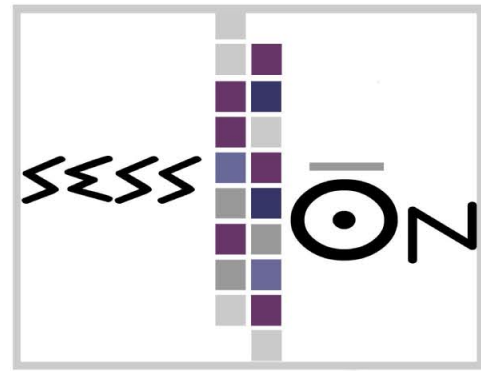
Purpose: TO CHALLENGE STUDENTS  
SHARE THEIR FAITH AND DO HARD  
THINGS FOR CHRIST

## ■ ■ ■ ■ ■ Session Teaching Plan—5 steps

- **Step One – 20 min.** Break students into groups of 2 to 6 students. Give each group a box or bag of uncooked spaghetti noodles and a bag of small marshmallows. Tell the students they will compete to see which group can build the highest free-standing building. Challenge them to make it at least 6 feet tall. Spend a few minutes talking together about the difficulties they faced during this task. Ask them what the most difficult parts of this exercise were.
- **Step Two – 10 min.** Bring the students back to the large group. Read Philemon 1:6 and discuss its meaning. Ask the students questions like this: 1) What does it mean to share your faith? 2) How can we be active as we share our faith? 3) How can we share effectively? 4) What is the full understanding of every good thing in Christ Jesus?
- **Step Three – 10 min.** Break back into groups and challenge each group to come up with some ways of sharing their faith that may be difficult. Challenge them to try to think of ways that would actually cause them to depend on God because of them being forced out of their “comfort zones.”
- **Step Four – 10 min.** Bring the students back together to discuss a challenge to make a year-long commitment to share their faith in some hard ways. This is no challenge for the faint of heart! This is for those who really want to see God work! Have the students help in formulating the commitment. Write it out in a way that is easily understood. Then, have the students work together to come up with a way to remind themselves of this commitment. Perhaps they could make wristbands, stickers, pens, posters, etc... Whatever you use as a reminder, the whole group should have the same resource as a reminder.
- **Step Five – 10 min.** Have everyone read Romans 8:35. Talk about how doing “hard things” for God is just that, HARD. But, the good news is that we will never be separated from the love of Christ!! Ask them how they can use this truth when sharing their faith in hard ways.
- **Bonus Step – 10 min.** Invite your students to secure a copy of *Do Hard Things* by Alex and Brett Harris. They may want to read the book and also check out the website as well. It is located at [www.therebelution.com](http://www.therebelution.com). Let them know it is designed with teenagers in mind.

## ■ ■ ■ ■ ■ Preparation

- Bring enough note cards (2 per student) and pens for students to write on.
- Make 4 signs for the game in this session. Make two that read “Widow” and two that read “Not a Widow.”
- Set up the room to be able to break your group into two teams.
- Contact your church office to get a list of women and men within your church that have lost their spouse. Find out which of those people may need work done at their homes, yards mowed, or just a friendly visit from someone. Before your lesson, decide some things students can do for your church widows. This will help the students brainstorm additional ideas.



nine

### Discipline: FASTING

Verses: PSALM 68:5; PROVERBS 15:25;  
ACTS 6: 1-3

Purpose: TO LEAD STUDENTS IN A  
STUDY ON FASTING FOR WIDOWS  
IN YOUR CHURCH

## ■ ■ ■ ■ ■ Session Teaching Plan— 4 steps

- **Step One – 20 min.** – Begin your teaching time by encouraging your students to open their Bibles to Psalms 68:5. Ask your group what it means to “defend the widows? What needs would widows have, that the church could help with?” Turn your Bible to Proverbs 15:25. The NIV translation says the Lord “*keeps the boundaries*”, but that is also translated as the Lord “*protects the widow’s property*”. Ask, “How can we too help protect widows in our church? What should we help protect them from?” Have your students turn to Acts 6:1-3, and have a student read that passage aloud and then ask, “What was one of the first responsibilities the early church undertook? What were widows in need of?”
- **Step Two – 20 min.** – Break up into 2 teams and tell your group that we are going to play “Widow” and “Not a Widow.” Hand out the Widow/Not a Widow signs to each team. Say, “after I read the name of the lady out loud, hold up your Widow or Not a Widow sign.” If the teams are unsure of the answer have them read the passage following the names:
  - **Ruth** – Ruth 1:3-5 (Widow)
  - **Sarah** – Genesis 18:1 (Not a Widow)
  - **Tamar** – Genesis 38:11 (Widow)
  - **Bathsheba** – 1 Samuel 11:1, 26 (Widow or Not a Widow! Discuss!)
  - **Naomi** – Ruth 1:3-5 (Widow)
  - **Zeruah** – 1 Kings 11:26 (Not A Widow)
  - **Elisheba** – Exodus 6:23 (Not A Widow)
  - **Judith** – Genesis 26:34 (Not A Widow)
  - **Sapphira** – Acts 5:1-10 (Not A Widow, or maybe a Widow? This one is meant to be tricky! Discuss!)
  - **Gomer** – Hosea 1:3 (Not A Widow)
- **Step Three – 10 min.** – Pass out one note card and pen to each student. Ask students to consider ways they can be praying for widows in your church. Have students write down three ways to pray for widows and write those on their card.
- **Step Four – 10 min.** – Pass out a second card to each student. Have students write down conveniences that they are going to choose to fast from this week. Have students brainstorm ideas such as, walking rather than riding in a car, using email, talking on the phone, texting, using an mp3 player, etc. Have students write down a convenience to fast from this week. Close your time out in prayer.



## ■ ■ ■ ■ ■ Preparation

■ Look up and read all of the listed prayers (listed in verses on the right) and any other “great prayers” of the Bible that can be used so as to be familiar with each prayer and its background.

■ Write each prayer out on large poster board or newsprint and place them around the room. You may need more than one copy of each prayer for larger groups.

■ Print off smaller copies of each prayer for each group. This will allow each group to be able to highlight, circle, or underline different words or phrases.

■ Divide students in groups of 3 or 4 and distribute the smaller copies of each prayer. It will work best if your groups are scattered throughout the room.

■ Have highlighters, pens, paper, and extra Bibles available.



ten

### Discipline: PRAYÉR

**Verses:** 1 SAMUEL 2:1 –10;  
PSALM 51:1-19; DANIEL 9: 1-14;  
JOHN 17:6-19; JOHN 17:20 –26;  
ACTS 4:25-31

**Purpose:** TO EXAMINE THE GREAT  
PRAYERS OF THE BIBLE AND  
RELATE THEM TO OUR OWN  
DAILY PRAYERS.

## ■ ■ ■ ■ ■ Session Teaching Plan— 3 steps

■ **Step One – 10 min.** As students arrive, begin by splitting them into groups of 3 or 4 (depending on the size of your group). Secure a volunteer from each group to pick up the supplies needed for their group (smaller copies of the prayers, highlighters, pens, & Bibles). After the groups have their materials and are scattered throughout your meeting room, say, “*Today we will be studying the discipline of prayer. We are going to be looking at some of the ‘great prayers’ of old found in the Bible. Can anybody think of any great prayers found in the Bible? Good, well today we are going look at some of these ‘great prayers’ in order to find some of the important elements that they included in their prayers, so that we can begin to add them into our own prayer lives.*”

■ **Step Two – 30 min.** Instruct each group to stand by one of the large prayers on the wall (be sure to have enough prayers on the wall to have each group at a different prayer). Have each group read the prayer that they are standing by to their group. After the groups have read their prayer, instruct them to read it again, looking for key elements that make their “great prayer” stand out from other prayers. Have groups highlight, underline, or circle the words or

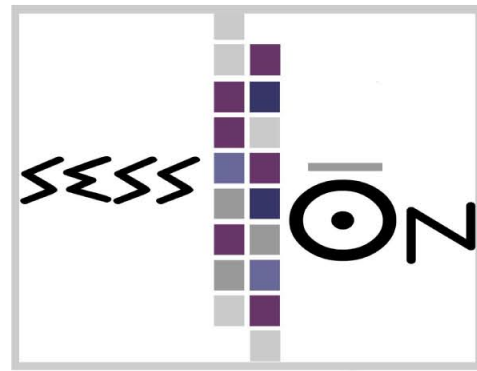
phrases that show these key elements on the paper on the wall. After all groups have finished examining their first “great prayer” have each group move clockwise or counterclockwise to the next “great prayer”, repeating the examining process.

**NOTE:** Each group will finish at different times, so give a time limit or just encourage groups to continue examining their current prayer until all groups have finished.)

■ **Step Three – 20 min.** After groups return to their starting prayer, instruct each group to find a place to sit. Encourage each group to share the key phrases and/or elements they found in their first “great prayer”. After each group has shared their findings say, “*Let’s take some time to apply and put into practice what we have learned.*” Instruct groups to spend time in prayer implementing some of the key elements they discovered from the “great prayers.” Close in prayer asking God to help the students retain and practice what they have learned from the prayers.

## Preparation

- Session eleven introduces a practice of Scripture meditation called “lectio divina” (pronounced “léx-ee-oh di-veé-nuh”).
- Each student will need a Bible which contains the Psalms.
- Provide copies of the “Lectio Divina” page for each student. Be sure to cut the pages in half and give one copy to each student. The half page size is intended to fit easily into their Bibles.
- Familiarize yourself with the Lectio process and this lesson.
- For further information on lectio, see these resources:
  - Robbins, Maggie, and Duffy Robbins. Enjoy the Silence: A 30 Day Experiment in Listening to God. Grand Rapids: Zondervan, 2005.
  - Jones, Tony. Soul Shaper: Exploring Spirituality and Contemplative Practices in Youth Ministry. Grand Rapids: Youth Specialties, 2003. 35-45.
  - Peterson, Eugene H. Eat This Book: A Conversation in the Art of Spiritual Reading. Grand Rapids: Eerdmans, 2006. 79-117.
  - <http://www.christianitytoday.com/smallgroups/articles/lectiodivinateengroups.html>



eleven

### Discipline:

MEDITATION

Verse: PSALM 24: 1-6

**Purpose:** TO INTRODUCE STUDENTS TO THE PRACTICE OF MEDITATION INVOLVING THE READING AND PRAYING OF SCRIPTURE.

## Session Teaching Plan— 3 steps

- **Step One—15 min.** Tell the students that today they will be learning about the discipline of meditation. Distribute a copy of “Lectio Divina” to each student. Say, “Today we are going to practice a discipline called “lectio divina” which means “sacred reading.” Lectio is a prayerful way of reading the Bible in which we take time to listen to God speak to us through His Word. We often read the Bible like a homework assignment and try to get through the reading of the day. Lectio allows us to slow down and encounter God in the verses. We listen for God’s voice in the text and respond to God in prayer.” Explain to the students each step of lectio as they follow along on the guide.

### Lectio Divina

1. **READ** (*lectio* “léx-ee-oh”)--**5 minutes**  
Read the passage slowly and repeatedly. What word, phrase or verse “jumps out” at you, grabbing your attention?
2. **THINK** (*meditation* “med-i-táh-tsee-oh”)--**5 minutes**  
Think about the word or phrase. How are you responding to it? How does it make you feel? Do other Bible verses come to mind?
3. **PRAY** (*oratio* “oh-ráh-tsee-oh”)--**5 minutes**  
Begin to pray in response to the word or phrase you have been

chewing on. Ask God why this phrase/word?

4. **LISTEN** (*contemplation* “con-tem-pláh-tsee-oh”)--**5 minutes**  
In prayer, we often only talk to God, but never stop to listen. Take this time to stop....and listen. (this can be the most difficult part—don’t give up!)

5. **WRITE** (*florilegium* “flor-i-lég-ee-um”)-- **5 minutes**  
This word literally means “a little book of flowers.” Write down the date, and then take time to write your thoughts. What word or phrase did God draw your attention to? Why? What did you sense God showing you or saying to you? Write a prayer to God based on your experience and understanding of this Bible passage.

**Step Two—40 min.** Ask the students to open their Bibles to Psalm 24:1-6. Begin with prayer, asking God to speak through His Word. Read Psalm 24:1-6 out loud slowly. Remind the students to listen for a word or phrase that “grabs” them. Read Psalm 24:1-6 again, slowly. You may try emphasizing different words as you read it. Ask the students to share any words/phrases that they have focused in on. Read the passage again, slowly. Direct the students to follow the instructions on their own for step 2 – **THINK** (*meditatio*). Allow about five minutes for this. Ask the students to share their responses or feelings about the passage or the word/

## Lectio Divina Handout

### **READ** (lectio)--5 minutes

Read the passage slowly and repeatedly. What word, phrase or verse "jumps out" at you, grabbing your attention?

### **THINK** (meditatio)--5 minutes

Think about the word or phrase. How are you responding to it? How does it make you feel? Do other Bible verses come to mind?

### **PRAY** (oratio)--5 minutes

Begin to pray in response to the word or phrase you have been chewing on. Ask God why this phrase/word?

### **LISTEN** (contemplatio)--5 minutes

In prayer, we often only talk to God, but never stop to listen. Take this time to stop...and listen. (this can be the most difficult part—don't give up!)

### **WRITE** (florilegium)--5 minutes

This word literally means "a little book of flowers." Write down the date, and then take time to write your thoughts. What word or phrase did God draw your attention to? Why? What did you sense God showing you or saying to you? Write a prayer to God based on your experience and understanding of this Bible passage.

## Lectio Divina Handout

### **READ** (lectio)--5 minutes

Read the passage slowly and repeatedly. What word, phrase or verse "jumps out" at you, grabbing your attention?

### **THINK** (meditatio)--5 minutes

Think about the word or phrase. How are you responding to it? How does it make you feel? Do other Bible verses come to mind?

### **PRAY** (oratio)--5 minutes

Begin to pray in response to the word or phrase you have been chewing on. Ask God why this phrase/word?

### **LISTEN** (contemplatio)--5 minutes

In prayer, we often only talk to God, but never stop to listen. Take this time to stop...and listen. (this can be the most difficult part—don't give up!)

### **WRITE** (florilegium)--5 minutes

This word literally means "a little book of flowers." Write down the date, and then take time to write your thoughts. What word or phrase did God draw your attention to? Why? What did you sense God showing you or saying to you? Write a prayer to God based on your experience and understanding of this Bible passage.

## ■ ■ ■ ■ ■ Preparation

- Find a copy of the song “Give Us Clean Hands” .
- Secure a CD or music player to play the song for your group.
- Print off the copies of Psalm 32:1-5 and Psalm 24 provided with this lesson.
- Bring a pre-made sign reading “[your church name]’s Got Talent”. Prepare a place in the room for judges to judge the talent show. You may want to encourage judges to wear fun clothes.
- Provide candy to give students at the end of your session time.



twelve

### Discipline:

WORSHIP

Verse: PSALM 32:1-5; PSALM 24

Purpose: TO HELP STUDENTS UNDERSTAND WORSHIP THROUGH MUSIC. STUDENTS WILL WRITE THEIR OWN SONG BASED ON PSALMS.

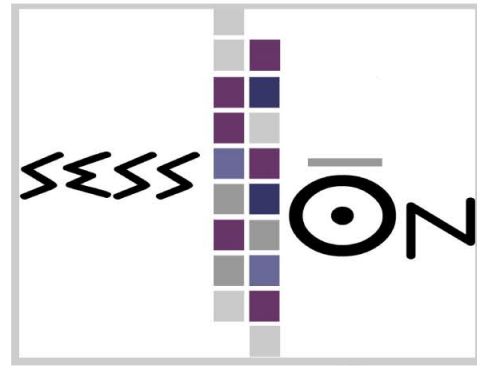
## ■ ■ ■ ■ ■ Session Teaching Plan— 5 steps

- **Step One – 5 min.** – Begin your teaching time by asking your group, “*What role does singing and music play in worshiping God? How did the songs we sing in church come to be written? What are some of your favorite worship songs?*” Encourage your group to discuss why they like certain songs and a reason why that song is important to them. Ask, “*Why is worship through music important and meaningful for us as Christians?*”
- **Step Two – 5 min.** – Break your group into teams of 3-4 students.
- **Step Three – 10 min.** – Pass out copies of Psalm 24 to each student and say, “*We are going to listen to a song called ‘Give us Clean Hands’ by Charlie Hall, which is adapted from Psalm 24. But first, let’s read together the Psalm in which this song is adapted from.*” After reading through the passage together instruct your students to circle familiar words of the song on the page. Play the song for your group.
- **Step Four – 20 min.** – Pass out copies of Psalm 32:1-5 and tell your students that each group is to come up with their own worship song based on this Psalm. It can be taken word for word, or it can paraphrase the verse, or even use only one verse of the passage. The song must be based on Psalm 32:1-5. It can be upbeat, rap, or whatever style you want. Instruct the students to use their paper to circle words they want to incorporate in their song. They will have 15 minutes to write and create their song which they will be performing for the group at the end. Each song will need to be about 1-2 minutes long. While the students prepare their songs, you then prepare for the show. Get the judges table, clothes and prize candy ready.
- **Step Five – 20 min.** – When the students are done, have each team come together to perform their song they have written from Psalm 32:1-5. When each group is done, judges can critique each group giving only *positive affirmation* to your students. Remember: nothing negative! But you can really have fun with this part! When the group has performed their song, reward them with some candy and generous amounts of praise. When everyone is done, end your time in prayer and dismiss.

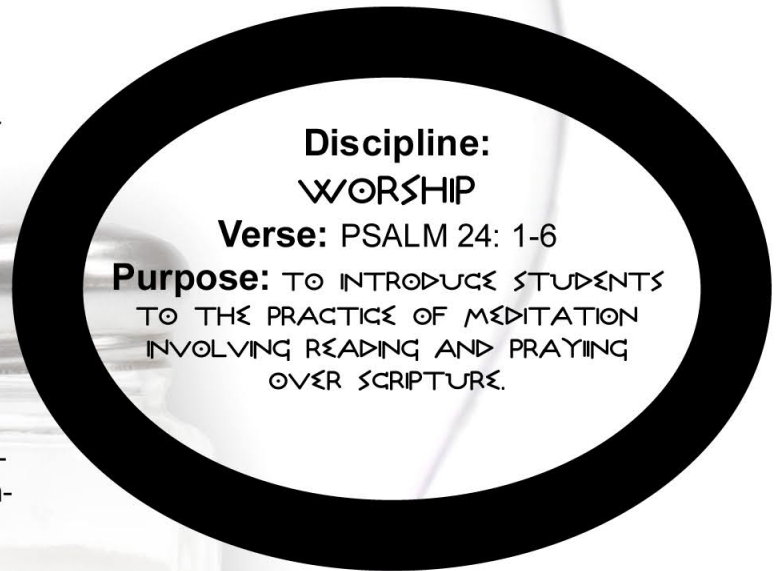
■ ■ ■ ■ ■ **Session Teaching Plan cont.**

**Step Two—40 min.** Ask the students to open their Bibles to Psalm 24:1-6. Begin with prayer, asking God to speak through His Word. Read Psalm 24:1-6 out loud slowly. Remind the students to listen for a word or phrase that “grabs” them. Read Psalm 24:1-6 again, slowly. You may try emphasizing different words as you read it. Ask the students to share any words/phrases that they have focused in on. Read the passage again, slowly. Direct the students to follow the instructions on their own for step 2 – **THINK** (*meditatio*). Allow about five minutes for this. Ask the students to share their responses or feelings about the passage or the word/phrase they are listening to. Ask them to move on to step 3-**PRAY** (*oratio*). Give them about five minutes for this. Now challenge the students to do their best on step 4-**LISTEN** (*contemplatio*). This may be the most difficult step for some students. It is hard to sit still and simply listen. Encourage them to give it their best! After five minutes, move them to step 5-**WRITING** (*florilegium*). Tell them they can write on the front and back of the guide. When they are finished (about 5 minutes), ask for any volunteers to share their thoughts about this experience.

**Step Three—5 min.** Challenge the students to try lectio divina on their own at least one time in the coming week. Suggest a passage of Scripture for the whole group to do (choose a passage you think would work, such as Psalm 40 or Psalm 51; stories from the gospels are excellent for lectio as well). Tell them to put their lectio guide in their Bible. Encourage them to use a journal/notebook to record notes and prayers. Close the time in prayer.



**twelve**



**Discipline:**  
**WORSHIP**

**Verse:** PSALM 24: 1-6

**Purpose:** TO INTRODUCE STUDENTS  
TO THE PRACTICE OF MEDITATION  
INVOLVING READING AND PRAYING  
OVER SCRIPTURE.

# PSALM 24

(New International Version)

<sup>1</sup> The earth is the LORD's, and everything in it,  
the world, and all who live in it;

<sup>2</sup> for he founded it upon the seas  
and established it upon the waters.

<sup>3</sup> Who may ascend the hill of the LORD ?  
Who may stand in his holy place?

<sup>4</sup> He who has clean hands and a pure heart,  
who does not lift up his soul to an idol  
or swear by what is false.

<sup>5</sup> He will receive blessing from the LORD  
and vindication from God his Savior.

<sup>6</sup> Such is the generation of those who seek him,  
who seek your face, O God of Jacob.  
Selah

<sup>7</sup> Lift up your heads, O you gates;  
be lifted up, you ancient doors,  
that the King of glory may come in.

<sup>8</sup> Who is this King of glory?  
The LORD strong and mighty,  
the LORD mighty in battle.

<sup>9</sup> Lift up your heads, O you gates;  
lift them up, you ancient doors,  
that the King of glory may come in.

<sup>10</sup> Who is he, this King of glory?  
The LORD Almighty—  
he is the King of glory.  
Selah

# PSALM 32:45

(New International Version)

<sup>1</sup> Blessed is he  
whose transgressions are forgiven,  
whose sins are covered.

<sup>2</sup> Blessed is the man  
whose sin the LORD does not count against  
him and in whose spirit is no deceit.

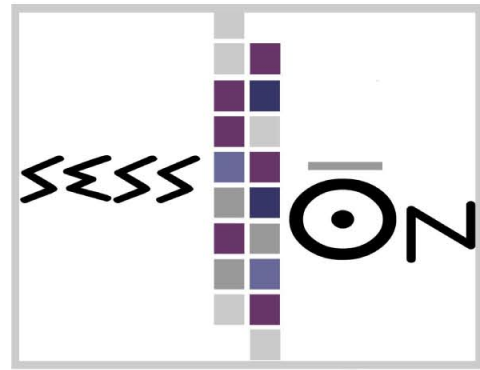
<sup>3</sup> When I kept silent,  
my bones wasted away  
through my groaning all day long.

<sup>4</sup> For day and night  
your hand was heavy upon me;  
my strength was sapped  
as in the heat of summer.  
Selah

<sup>5</sup> Then I acknowledged my sin to you  
and did not cover up my iniquity.  
I said, "I will confess  
my transgressions to the LORD"—  
and you forgave  
the guilt of my sin.  
Selah

## ■ ■ ■ ■ ■ Preparation

- Tell your students the week before to bring extra loose change to combine to give to their pastor as a gift.
- The week of the lesson, bring a coffee can, construction paper, poster board, scissors, pens, markers and tape.
- Bring extra cards and notes for students to write to your staff and leadership.
- Set up tables or provide floor space for students to write on the poster boards.



thirteen

**Discipline:**  
MINISTRY

**Verse:** 1 THESSALONIANS 5:11;  
1 THESSALONIANS 3:2

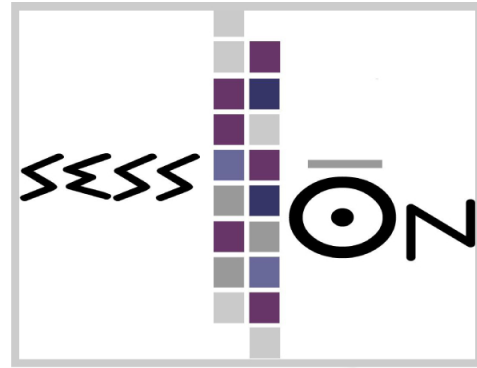
**Purpose:** TO LEAD STUDENTS IN  
ENCOURAGING STAFF AND LEADERS  
OF THEIR CHURCH IN CREATIVE  
WAYS

## ■ ■ ■ ■ ■ Session Teaching Plan— 4 steps

- **Step One – 10 minutes** –Begin your teaching time by asking your students to open up their Bibles to I Thessalonians 5:11. Ask your group a few questions: What does it mean to encourage somebody? What does that look like? How does it feel to be encouraged? Why do you think the Bible wants us to encourage and build each other up? Say: *“Today we are going to put into practice how we can build others up by encouraging the ministers and leaders of our church.”*
- **Step Two – 25 minutes** – Break your group into teams of 3-4 students. Decide as a group which of your church leadership you want to encourage (i.e. Pastor, Associate Pastor, Music Minister, Chairman Deacons, Sunday School Director, etc.). Give each team a poster board and markers. Assign a leader for them to write a poster of encouragement. Encourage each team to be creative in how they design their encouragement cards. Give each student a separate small note to write a personal note of encouragement, and then attach the notes to the poster board when the teams are finished. Select a team member to be in charge of delivering each board.
- **Step Three – 15 min** – Bring your group back together and have the entire group contribute input on how to design a coffee can of loose change as a gift to your pastor (Note: You can also make multiple cans for other staff, but the idea is to do something special for the pastor of your church). Get the construction paper, tape, and any other craft item you want to add to the can. Once the can is finished, find a place for each student to sign it. Add their loose change they brought from home and put it in the can. Have your group think of a creative way to give it to your pastor.
- **Step Four – 10 min** – If your group is looking for more ways to serve and encourage the leaders of your church, brainstorm some additional ideas such as washing their car, setting up babysitting to let them go on a date night with their spouse, mow their yard, etc. End your meeting time with a time of prayer for your leaders. Assign students specific staff or leader names, and ask them to pray for them. Pray together as a group for the leaders of your church.

## ■ ■ ■ ■ ■ Preparation

- Make copies of the “John 15:5 Method” hand-out for each student.
- Supplies: Tables, chairs, Bibles, and pens for all in attendance. Also, you will need three giant pieces of newsprint or butcher paper, some tape or proper wall adhesive, and some markers.
- Label the large pieces of newsprint or butcher paper. One should be **“I am the vine,”** another **“You are the branches,”** and the last one should be **“He who abides in Me and I in him bears much fruit.”** Place these on the walls in various locations and place markers nearby for students to write on these “posters.”



fourteen

**Discipline:**  
BIBLE STUDY  
**Verses:** TITUS 3:1-11  
**Purpose:** TO ENGAGE STUDENTS  
IN A BIBLE STUDY  
ON GODLY LIVING.

## ■ ■ ■ ■ ■ Session Teaching Plan— 4 steps

- **Step One – 5 min** Gather your students together and tell them that today’s emphasis is on Bible Study. Have students get in groups of 3 or 4. Handout the “John 15:5 Method” Bible Study sheets and tell them to work as groups, but that each person should fill out their own Bible Study sheet. Tell the students they will use the handout to do a Bible Study over Titus 3:1-11. Make sure everyone has a Bible, a pen, and a handout and have them begin. Tell them they will have 30 minutes to complete the study and to dive as deep as they can during that time.
- **Step Two – 30 min** Complete Bible Study
- **Step Three – 10 min** Tell students to go to the wall posters and transfer some or all of the answers on their handouts to the posters. Give them a few minutes to do this.
- **Step Four – 15 min** Engage students in a discussion of the Titus passage. Read some of their responses from the wall posters and ask them to expound on their answers. Close by having the groups reform and pray together the prayer on the handout.



# John 15:5 Method of Bible Study

## "I am the Vine"

What does this passage reveal about God or Jesus Christ? Write everything you can find.

## "You are the branches"

What does this passage reveal about me? Write everything you can find.

## "He who abides in Me and I in Him bears much fruit"

What verse from this passage is the Holy Spirit using to prune me so that His fruit can be produced in my life?

## "For apart from Me you can do nothing"

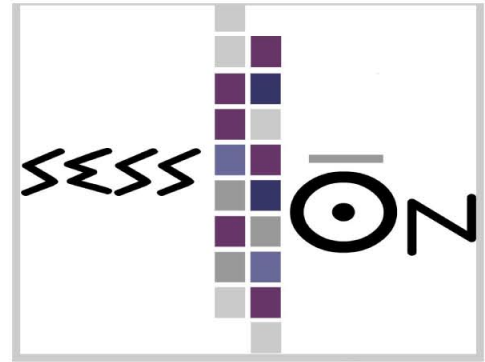
Pray the following:

"Lord, I realize that the first step in applying this truth in my life is to admit that without You I cannot do it. So, I give this to you right now and thank you that no matter what happens, You have taken it. Let me not listen to the voice of the Deceiver, who wants me to feel defeated. Let me not trust in my own strength and try to accomplish this in my flesh. But may I place my hope and my trust in you that through Jesus You can accomplish all things in me. Amen."

## ■ ■ ■ ■ ■ Preparation

- This session is an interactive walk-through experience. Be sure to plan for the time necessary to create this creative activity.
- Print the “ROADS: Planning Sheet” and follow the instructions.
- Print Posters and Discussion Cards (see: ROADS: Planning Sheet)

NOTE: Posters are 11”x17”



fifteen

### Discipline:

SCRIPTURE MEMORY

Verses: MATTHEW 7:13-14

Purpose: TO HAVE STUDENTS  
MEMORIZE MATTHEW 7:13-14 WHILE  
EXPERIENCING SEVERAL “ROADS”  
MENTIONED IN SCRIPTURE .

## ■ ■ ■ ■ ■ Session Teaching Plan— 4 steps

- **Step One – 5 minutes** Gather your students together and tell them that today’s emphasis is on Scripture Memory. Have students get in groups of 3 or 4. Say, “Today we will memorize Matthew 7:13-14. In these two verses, Jesus describes the narrow road of those who follow after Him. As a help for memorizing these verses, you will travel down a road that contains several roads found in scripture and discover some things Jesus may have meant when He described the road that leads to life as ‘narrow.’” Tell students they will have 40 minutes to complete the walk. Tell them to walk the path and stop at each “roadside scene” along the way. Instruct them to have someone in their group to read the poster at the scene, then take a discussion card and lead the group to discuss the two questions on it. Tell them each person must try to recite Matthew 7:13-14 at each stop before moving on. (The verse is written out on each discussion card) NOTE: You may want to stagger groups at different points along the route (to avoid a traffic jam), but remind them to visit all five stops before finishing.
- **Step Two – 15 minutes** Engage students in a discussion of the experience. Make sure you have a copy of all five discussion cards. Use these cards to ask questions about their journey. Also ask, “So now, what do you think Jesus meant when He said we should take the ‘narrow’ road?” Have a few students say the memory verses. Encourage students to walk the narrow road, then close in prayer.

## ROADS: Planning Sheet

This activity is designed to help students interact with scripture in a creative way. Jesus uses the picture of a narrow path or road in Matthew 7:13-14 to describe the way taken by those who follow Him. In order for students to better understand this passage and commit it to memory, you will construct a road that has five stops along the way. Each stop is a section of road mentioned in scripture.

Students will be divided into groups of three or four and sent out along the road you create to help them memorize Matthew 7:13-14. Enter through the narrow gate. For wide is the gate and broad is the road that leads to destruction, and many enter through it. But small is the gate and narrow the road that leads to life, and only a few find it.

At each stop:

Students will be asked to read a poster containing scripture about that section of road.

They will see various elements or artifacts mentioned in the story.

They will pick up and utilize discussion cards, containing questions relating to the passage and to the memory verse.

### ROAD CONSTRUCTION:

This session will require plenty of room, so plan to use a large room or several rooms. You will need to lay out a road or path for students to follow during the session. This can be done by as simply as using masking tape to mark it off or as complex as putting down long strips of black plastic, covered with pine needles or sand or gravel. The choice is up to you. It may take more time to build an elaborate design, but the upside is an enhanced experience for students. Just let your imagination, time, and budget, determine the level of your effort concerning road construction.

At each stop you will need a **sign holder for the poster, a small table with a card holder for the discussion cards**, and **a number of props that help recreate the scene for students**. This will be a fun way for students to encounter the scripture. Be as creative as possible. Some starter ideas for props have been provided for you; use these to create stops or scenes along the road.

#### Road to Mt. Moriah (Genesis 22:1-14)

Cloth saddle bags, blankets, food, firewood, rope, knife

#### Road to Jericho/Good Samaritan (Luke 10:30-37)

Bloody or torn tunic, sandals, footprint images of those who passed by, oil & wine, lodge keys, doctor bill

#### Road to Gaza (Acts 8:25-39)

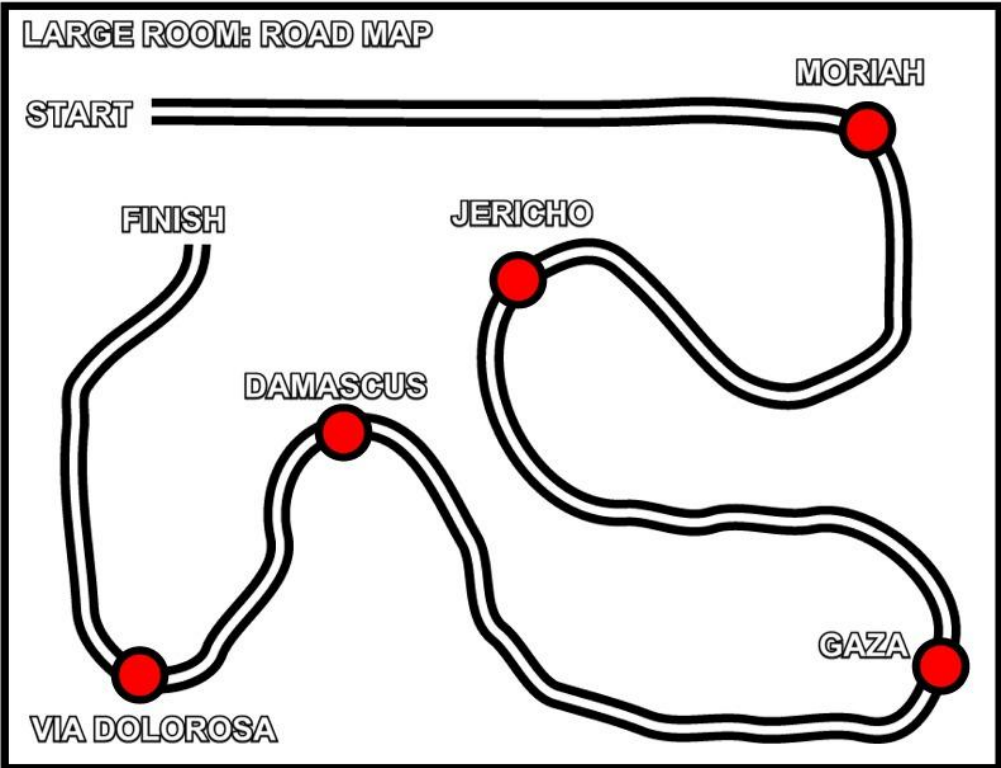
Chariot, scripture scroll, royalty robes, water (baptistry)

#### Road to Damascus (Acts 9:1-19)

Elements: Flashing bright lights, street sign for straight street, blind man's walking cane

#### Road to the Cross/Via Dolorosa (Luke 23:26-49)

Elements: Cross, crown of thorns, purple robe, bloody or torn tunic, cat-o-nine-tails, spikes/nails, small sledge



# ROADS: DAMASCUS

- 1 Who do you think walks the “narrowest” road in this story: Saul or Ananias?
- 2 What does Saul’s conversion tell you about the “narrow road?”

## DISCUSSION

Enter through the **NARROW** gate. For wide is the gate and broad is the road that leads to destruction, and many enter through it. But **SMALL** is the gate and **NARROW** the road that leads to life, and only a few find it.”  
*Matthew 7:13-14*

# ROADS: JERICHO

- 1 Why do you think the priest and the Levite took the “wide road.”
- 2 Beyond stopping to help, how did the Samaritan “narrow” the road even further?

## DISCUSSION

Enter through the **NARROW** gate. For wide is the gate and broad is the road that leads to destruction, and many enter through it. But **SMALL** is the gate and **NARROW** the road that leads to life, and only a few find it.”  
*Matthew 7:13-14*

# ROADS: GAZA

- 1 How does God prompt you on the narrow road, like the angel prompted Phillip?
- 2 What do you think most people would have done in this situation? Answer the Ethiopian’s questions? Pray for him? Wish him good luck? Something else?

## DISCUSSION

Enter through the **NARROW** gate. For wide is the gate and broad is the road that leads to destruction, and many enter through it. But **SMALL** is the gate and **NARROW** the road that leads to life, and only a few find it.”  
*Matthew 7:13-14*

# ROADS: MORIAH

- 1 It took three days for Abraham to reach Moriah. What do you suppose he was thinking about along the way?
- 2 In your personal opinion, what part of Abraham’s trip represented the “narrowest” part of the journey?

## DISCUSSION

Enter through the **NARROW** gate. For wide is the gate and broad is the road that leads to destruction, and many enter through it. But **SMALL** is the gate and **NARROW** the road that leads to life, and only a few find it.”  
*Matthew 7:13-14*

# ROADS: VIA DOLOROSA

- 1 Do you think when Jesus first spoke of the “narrow road,” that He had this personal journey (to the cross) in mind?
- 2 How does this short journey of Jesus change your perspective of the “narrow road?”

## DISCUSSION

Enter through the **NARROW** gate. For wide is the gate and broad is the road that leads to destruction, and many enter through it. But **SMALL** is the gate and **NARROW** the road that leads to life, and only a few find it.”

*Matthew 7:13-14*



# ROADS

**WHEN THEY HAD TESTIFIED AND PROCLAIMED THE WORD OF THE LORD, PETER AND JOHN RETURNED TO JERUSALEM, PREACHING THE GOSPEL IN MANY SAMARITAN VILLAGES.**

**NOW AN ANGEL OF THE LORD SAID TO PHILIP, "GO SOUTH TO THE ROAD—THE DESERT ROAD—THAT GOES DOWN FROM JERUSALEM TO GAZA." SO HE STARTED OUT, AND ON HIS WAY HE MET AN ETHIOPIAN EUNUCH, AN IMPORTANT OFFICIAL IN CHARGE OF ALL THE TREASURY OF CANDACE, QUEEN OF THE ETHIOPIANS. THIS MAN HAD GONE TO JERUSALEM TO WORSHIP, AND ON HIS WAY HOME WAS SITTING IN HIS CHARIOT READING THE BOOK OF ISAIAH THE PROPHET. THE SPIRIT TOLD PHILIP, "GO TO THAT CHARIOT AND STAY NEAR IT."**

**THEN PHILIP RAN UP TO THE CHARIOT AND HEARD THE MAN READING ISAIAH THE PROPHET. "DO YOU UNDERSTAND WHAT YOU ARE READING?" PHILIP ASKED.**

**"HOW CAN I," HE SAID, "UNLESS SOMEONE EXPLAINS IT TO ME?"**

**SO HE INVITED PHILIP TO COME UP AND SIT WITH HIM.**

**THE EUNUCH WAS READING THIS PASSAGE OF SCRIPTURE:**

**"HE WAS LED LIKE A SHEEP TO THE SLAUGHTER,  
AND AS A LAMB BEFORE THE SHEARER IS SILENT,  
SO HE DID NOT OPEN HIS MOUTH.**

**IN HIS HUMILIATION HE WAS DEPRIVED OF JUSTICE.**

**WHO CAN SPEAK OF HIS DESCENDANTS?**

**FOR HIS LIFE WAS TAKEN FROM THE EARTH."**

**THE EUNUCH ASKED PHILIP, "TELL ME, PLEASE, WHO IS THE PROPHET TALKING ABOUT, HIMSELF OR SOMEONE ELSE?" THEN PHILIP BEGAN WITH THAT VERY PASSAGE OF SCRIPTURE AND TOLD HIM THE GOOD NEWS ABOUT JESUS.**

**AS THEY TRAVELED ALONG THE ROAD, THEY CAME TO SOME WATER AND THE EUNUCH SAID, "LOOK, HERE IS WATER. WHY SHOULDN'T I BE BAPTIZED?" AND HE GAVE ORDERS TO STOP THE CHARIOT.**

**THEN BOTH PHILIP AND THE EUNUCH WENT DOWN INTO THE WATER AND PHILIP BAPTIZED HIM. WHEN THEY CAME UP OUT OF THE WATER, THE SPIRIT OF THE LORD SUDDENLY TOOK PHILIP AWAY, AND THE EUNUCH DID NOT SEE HIM AGAIN, BUT WENT ON HIS WAY REJOICING.**



# ROADS

**MEANWHILE, SAUL WAS STILL BREATHING OUT MURDEROUS THREATS AGAINST THE LORD'S DISCIPLES. HE WENT TO THE HIGH PRIEST AND ASKED HIM FOR LETTERS TO THE SYNAGOGUES IN DAMASCUS, SO THAT IF HE FOUND ANY THERE WHO BELONGED TO THE WAY, WHETHER MEN OR WOMEN, HE MIGHT TAKE THEM AS PRISONERS TO JERUSALEM. AS HE NEARED DAMASCUS ON HIS JOURNEY, SUDDENLY A LIGHT FROM HEAVEN FLASHED AROUND HIM. HE FELL TO THE GROUND AND HEARD A VOICE SAY TO HIM, "SAUL, SAUL, WHY DO YOU PERSECUTE ME?"**

**"WHO ARE YOU, LORD?" SAUL ASKED.**

**"I AM JESUS, WHOM YOU ARE PERSECUTING," HE REPLIED. "NOW GET UP AND GO INTO THE CITY, AND YOU WILL BE TOLD WHAT YOU MUST DO."**

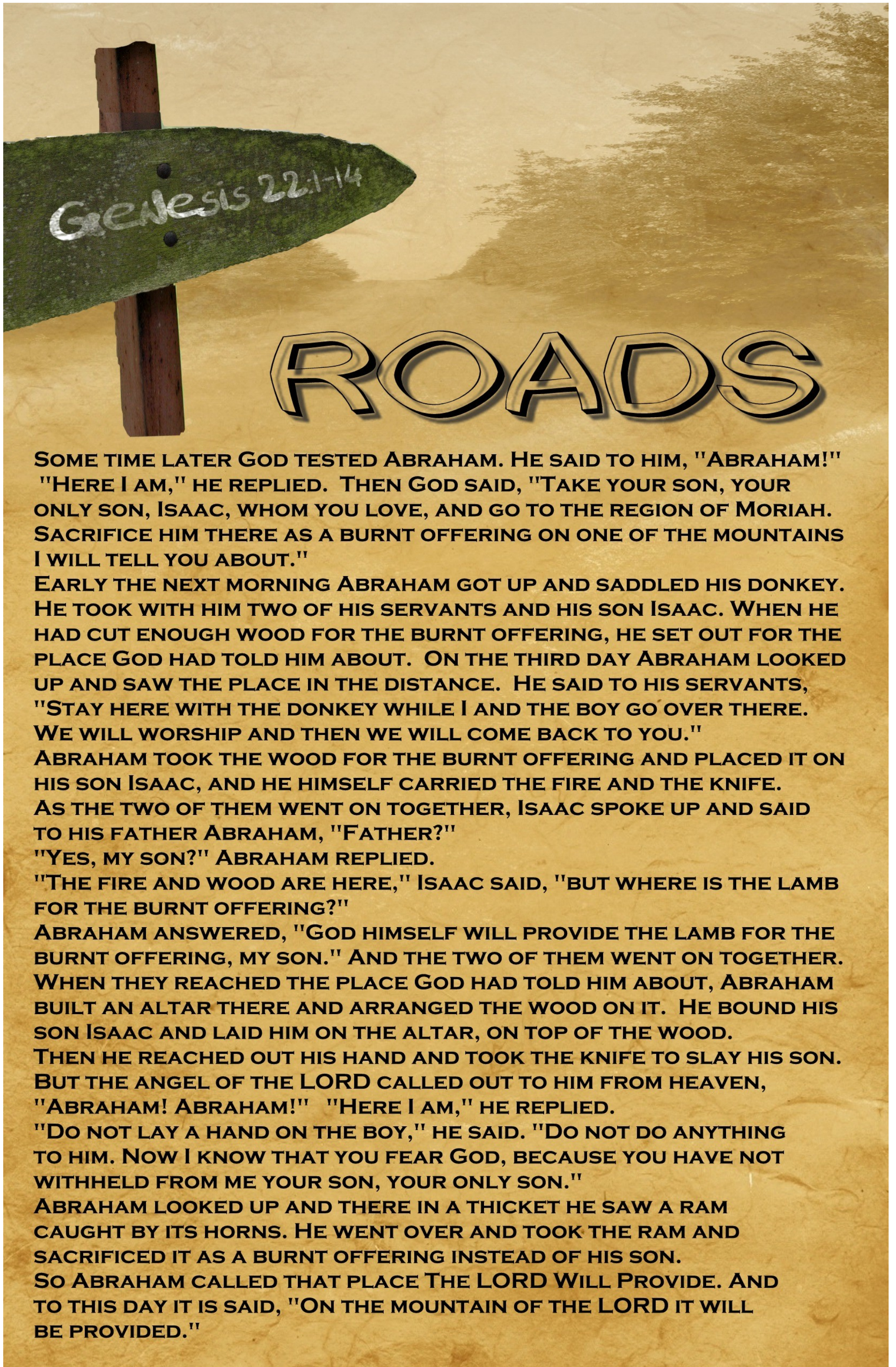
**THE MEN TRAVELING WITH SAUL STOOD THERE SPEECHLESS; THEY HEARD THE SOUND BUT DID NOT SEE ANYONE. SAUL GOT UP FROM THE GROUND, BUT WHEN HE OPENED HIS EYES HE COULD SEE NOTHING. SO THEY LED HIM BY THE HAND INTO DAMASCUS.**

**FOR THREE DAYS HE WAS BLIND, AND DID NOT EAT OR DRINK ANYTHING. IN DAMASCUS THERE WAS A DISCIPLE NAMED ANANIAS. THE LORD CALLED TO HIM IN A VISION, "ANANIAS!" "YES, LORD," HE ANSWERED. THE LORD TOLD HIM, "GO TO THE HOUSE OF JUDAS ON STRAIGHT STREET AND ASK FOR A MAN FROM TARSUS NAMED SAUL, FOR HE IS PRAYING. IN A VISION HE HAS SEEN A MAN NAMED ANANIAS COME AND PLACE HIS HANDS ON HIM TO RESTORE HIS SIGHT."**

**"LORD," ANANIAS ANSWERED, "I HAVE HEARD MANY REPORTS ABOUT THIS MAN AND ALL THE HARM HE HAS DONE TO YOUR SAINTS IN JERUSALEM. AND HE HAS COME HERE WITH AUTHORITY FROM THE CHIEF PRIESTS TO ARREST ALL WHO CALL ON YOUR NAME."**

**BUT THE LORD SAID TO ANANIAS, "GO! THIS MAN IS MY CHOSEN INSTRUMENT TO CARRY MY NAME BEFORE THE GENTILES AND THEIR KINGS AND BEFORE THE PEOPLE OF ISRAEL. I WILL SHOW HIM HOW MUCH HE MUST SUFFER FOR MY NAME." THEN ANANIAS WENT TO THE HOUSE AND ENTERED IT. PLACING HIS HANDS ON SAUL, HE SAID, "BROTHER SAUL, THE LORD—JESUS, WHO APPEARED TO YOU ON THE ROAD AS YOU WERE COMING HERE—HAS SENT ME SO THAT YOU MAY SEE AGAIN AND BE FILLED WITH THE HOLY SPIRIT." IMMEDIATELY, SOMETHING LIKE SCALES FELL FROM SAUL'S EYES, AND HE COULD SEE AGAIN. HE GOT UP AND WAS BAPTIZED, AND AFTER TAKING SOME FOOD, HE REGAINED HIS STRENGTH.**





Genesis 22:1-14

# ROADS

**SOME TIME LATER GOD TESTED ABRAHAM. HE SAID TO HIM, "ABRAHAM!" "HERE I AM," HE REPLIED. THEN GOD SAID, "TAKE YOUR SON, YOUR ONLY SON, ISAAC, WHOM YOU LOVE, AND GO TO THE REGION OF MORIAH. SACRIFICE HIM THERE AS A BURNT OFFERING ON ONE OF THE MOUNTAINS I WILL TELL YOU ABOUT."**

**EARLY THE NEXT MORNING ABRAHAM GOT UP AND SADDLED HIS DONKEY. HE TOOK WITH HIM TWO OF HIS SERVANTS AND HIS SON ISAAC. WHEN HE HAD CUT ENOUGH WOOD FOR THE BURNT OFFERING, HE SET OUT FOR THE PLACE GOD HAD TOLD HIM ABOUT. ON THE THIRD DAY ABRAHAM LOOKED UP AND SAW THE PLACE IN THE DISTANCE. HE SAID TO HIS SERVANTS, "STAY HERE WITH THE DONKEY WHILE I AND THE BOY GO OVER THERE. WE WILL WORSHIP AND THEN WE WILL COME BACK TO YOU."**

**ABRAHAM TOOK THE WOOD FOR THE BURNT OFFERING AND PLACED IT ON HIS SON ISAAC, AND HE HIMSELF CARRIED THE FIRE AND THE KNIFE.**

**AS THE TWO OF THEM WENT ON TOGETHER, ISAAC SPOKE UP AND SAID TO HIS FATHER ABRAHAM, "FATHER?"**

**"YES, MY SON?" ABRAHAM REPLIED.**

**"THE FIRE AND WOOD ARE HERE," ISAAC SAID, "BUT WHERE IS THE LAMB FOR THE BURNT OFFERING?"**

**ABRAHAM ANSWERED, "GOD HIMSELF WILL PROVIDE THE LAMB FOR THE BURNT OFFERING, MY SON." AND THE TWO OF THEM WENT ON TOGETHER. WHEN THEY REACHED THE PLACE GOD HAD TOLD HIM ABOUT, ABRAHAM BUILT AN ALTAR THERE AND ARRANGED THE WOOD ON IT. HE BOUND HIS SON ISAAC AND LAID HIM ON THE ALTAR, ON TOP OF THE WOOD.**

**THEN HE REACHED OUT HIS HAND AND TOOK THE KNIFE TO SLAY HIS SON. BUT THE ANGEL OF THE LORD CALLED OUT TO HIM FROM HEAVEN, "ABRAHAM! ABRAHAM!" "HERE I AM," HE REPLIED.**

**"DO NOT LAY A HAND ON THE BOY," HE SAID. "DO NOT DO ANYTHING TO HIM. NOW I KNOW THAT YOU FEAR GOD, BECAUSE YOU HAVE NOT WITHHELD FROM ME YOUR SON, YOUR ONLY SON."**

**ABRAHAM LOOKED UP AND THERE IN A THICKET HE SAW A RAM CAUGHT BY ITS HORNS. HE WENT OVER AND TOOK THE RAM AND SACRIFICED IT AS A BURNT OFFERING INSTEAD OF HIS SON.**

**SO ABRAHAM CALLED THAT PLACE THE LORD WILL PROVIDE. AND TO THIS DAY IT IS SAID, "ON THE MOUNTAIN OF THE LORD IT WILL BE PROVIDED."**



# ROADS

**IN REPLY JESUS SAID: "A MAN WAS GOING DOWN FROM JERUSALEM TO JERICHO, WHEN HE FELL INTO THE HANDS OF ROBBERS.**

**THEY STRIPPED HIM OF HIS CLOTHES, BEAT HIM AND WENT AWAY, LEAVING HIM HALF DEAD. A PRIEST HAPPENED TO BE GOING DOWN THE SAME ROAD, AND WHEN HE SAW THE MAN, HE PASSED BY ON THE OTHER SIDE.**

**SO TOO, A LEVITE, WHEN HE CAME TO THE PLACE AND SAW HIM, PASSED BY ON THE OTHER SIDE.**

**BUT A SAMARITAN, AS HE TRAVELED, CAME WHERE THE MAN WAS; AND WHEN HE SAW HIM, HE TOOK PITY ON HIM.**

**HE WENT TO HIM AND BANDAGED HIS WOUNDS, POURING ON OIL AND WINE. THEN HE PUT THE MAN ON HIS OWN DONKEY, TOOK HIM TO AN INN AND TOOK CARE OF HIM.**

**THE NEXT DAY HE TOOK OUT TWO SILVER COINS AND GAVE THEM TO THE INNKEEPER. 'LOOK AFTER HIM,' HE SAID, 'AND WHEN I RETURN, I WILL REIMBURSE YOU FOR ANY EXTRA EXPENSE YOU MAY HAVE.'**

**"WHICH OF THESE THREE DO YOU THINK WAS A NEIGHBOR TO THE MAN WHO FELL INTO THE HANDS OF ROBBERS?"**

**THE EXPERT IN THE LAW REPLIED, "THE ONE WHO HAD MERCY ON HIM." JESUS TOLD HIM, "GO AND DO LIKEWISE."**



# ROADS

**AS THEY LED HIM AWAY, THEY SEIZED SIMON FROM CYRENE, WHO WAS ON HIS WAY IN FROM THE COUNTRY, AND PUT THE CROSS ON HIM AND MADE HIM CARRY IT BEHIND JESUS. A LARGE NUMBER OF PEOPLE FOLLOWED HIM, INCLUDING WOMEN WHO MOURNED AND WAILED FOR HIM. JESUS TURNED AND SAID TO THEM, "DAUGHTERS OF JERUSALEM, DO NOT WEEP FOR ME; WEEP FOR YOURSELVES AND FOR YOUR CHILDREN. FOR THE TIME WILL COME WHEN YOU WILL SAY, 'BLESSED ARE THE BARREN WOMEN, THE WOMBS THAT NEVER BORE AND THE BREASTS THAT NEVER NURSED!' THEN " 'THEY WILL SAY TO THE MOUNTAINS, "FALL ON US!" AND TO THE HILLS, "COVER US!" FOR IF MEN DO THESE THINGS WHEN THE TREE IS GREEN, WHAT WILL HAPPEN WHEN IT IS DRY?"**

**TWO OTHER MEN, BOTH CRIMINALS, WERE ALSO LED OUT WITH HIM TO BE EXECUTED. WHEN THEY CAME TO THE PLACE CALLED THE SKULL, THERE THEY CRUCIFIED HIM, ALONG WITH THE CRIMINALS—ONE ON HIS RIGHT, THE OTHER ON HIS LEFT. JESUS SAID, "FATHER, FORGIVE THEM, FOR THEY DO NOT KNOW WHAT THEY ARE DOING." AND THEY DIVIDED UP HIS CLOTHES BY CASTING LOTS. THE PEOPLE STOOD WATCHING, AND THE RULERS EVEN SNEERED AT HIM. THEY SAID, "HE SAVED OTHERS; LET HIM SAVE HIMSELF IF HE IS THE CHRIST OF GOD, THE CHOSEN ONE." THE SOLDIERS ALSO CAME UP AND MOCKED HIM. THEY OFFERED HIM WINE VINEGAR AND SAID, "IF YOU ARE THE KING OF THE JEWS, SAVE YOURSELF." THERE WAS A WRITTEN NOTICE ABOVE HIM, WHICH READ: THIS IS THE KING OF THE JEWS. ONE OF THE CRIMINALS WHO HUNG THERE HURLED INSULTS AT HIM: "AREN'T YOU THE CHRIST? SAVE YOURSELF AND US!" BUT THE OTHER CRIMINAL REBUKED HIM. "DON'T YOU FEAR GOD," HE SAID, "SINCE YOU ARE UNDER THE SAME SENTENCE? WE ARE PUNISHED JUSTLY, FOR WE ARE GETTING WHAT OUR DEEDS DESERVE. BUT THIS MAN HAS DONE NOTHING WRONG." THEN HE SAID, "JESUS, REMEMBER ME WHEN YOU COME INTO YOUR KINGDOM." JESUS ANSWERED HIM, "I TELL YOU THE TRUTH, TODAY YOU WILL BE WITH ME IN PARADISE."**



# ROADS

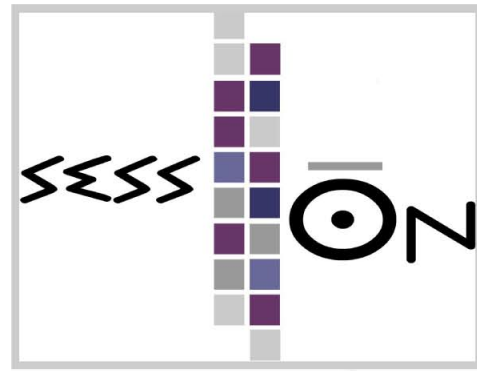
**IT WAS NOW ABOUT THE SIXTH HOUR, AND DARKNESS CAME OVER THE WHOLE LAND UNTIL THE NINTH HOUR, FOR THE SUN STOPPED SHINING. AND THE CURTAIN OF THE TEMPLE WAS TORN IN TWO. JESUS CALLED OUT WITH A LOUD VOICE, "FATHER, INTO YOUR HANDS I COMMIT MY SPIRIT." WHEN HE HAD SAID THIS, HE BREATHED HIS LAST. THE CENTURION, SEEING WHAT HAD HAPPENED, PRAISED GOD AND SAID, "SURELY THIS WAS A RIGHTEOUS MAN." WHEN ALL THE PEOPLE WHO HAD GATHERED TO WITNESS THIS SIGHT SAW WHAT TOOK PLACE, THEY BEAT THEIR BREASTS AND WENT AWAY. BUT ALL THOSE WHO KNEW HIM, INCLUDING THE WOMEN WHO HAD FOLLOWED HIM FROM GALILEE, STOOD AT A DISTANCE, WATCHING THESE THINGS.**

## ■ ■ ■ ■ ■ Preparation

■ The week before, send home the included permission slip with students so that they will be able to leave church to go to a school.

■ Enlist five or six adults to go to the school of your choice (or you could double this and split your teenagers between two schools if the numbers warrant). These adults will need to be able to get to the school prior to your arrival, and they will need to be able to stay the entire hour.

■ Secure transportation for all your students to get to the school(or schools) of your choice. Make enough copies of ***Philemon 1:6 Scripture For Prayer*** hand-outs so each adult has a copy of the scripture for their prayer station. Make sure to take a Bible so that 2 Chronicles 7:14 can be read to the entire group before splitting up into station groups. If your group is big enough, you may want some type of bullhorn or speaker system since you'll be outside.



sixteen

### Discipline:

ΕΥΑΓΓΕΛΙΣΜ / PRAYER

Verse: PHILEMON 1:6;  
2 CHRONICLES 7:14

Purpose: TO PROVIDE AN INTERACTIVE EXPERIENCE IN WHICH STUDENTS ARE CHALLENGED TO PRAY FOR THE LOST IN THEIR SCHOOLS.

## ■ ■ ■ ■ ■ Session Teaching Plan— 4 steps

■ **Step One** – Assign adults to go to the school (s) before students arrive. Have these adults place themselves at different spots or stations. Make sure each adult has a copy of the Philemon 1:6 scripture. Once each group arrives at their stations, have adults:

- 1) read the Philemon verse over the group, then
- 2) discuss with the group possible prayer needs that come to mind while standing in that spot (**NOTE:** *always challenge students and adults to not “gossip” in the name of prayer, but really lift up needs in prayer*), and then
- 3) have some student pray over those needs at that station.

■ **Step Two – 15 min.** (adjust as needed to get to the site) Travel to a school near your church. If you have enough students and adults (to be stationed at each school), break up into groups and have each group travel to different schools.

■ **Step Three – 30 min.** When at the school, break the students up into groups of three to ten per group. Send each group to a different adult stationed around the school, and direct them to meet back at vehicles

at the conclusion. You will want to tell the students how many stations there are around the school. If time permits, discuss how it went while praying for the school.

■ **Step Four – 15 min.** Travel back to church.



## Local Trip Permission Slip

Church \_\_\_\_\_

Date of Trip \_\_\_\_\_

Destination of Trip \_\_\_\_\_

Trip Lead Person \_\_\_\_\_

Signature of Lead Person \_\_\_\_\_

Purpose of Trip \_\_\_\_\_

\_\_\_\_\_, my child has my permission to attend above trip. I understand that he/she will be traveling to a school, or similar public place, to pray with a group. I understand that transportation will be provided by an adult.

**Not sponsored by Sumphero in any capacity.**

Parent Signature \_\_\_\_\_

Date \_\_\_\_\_

***“I pray that you may be active in sharing your faith, so that you will have a full understanding of every good thing we have in Christ.”***      **Philemon 1:6**

***“I pray that you may be active in sharing your faith, so that you will have a full understanding of every good thing we have in Christ.”***      **Philemon 1:6**

***“I pray that you may be active in sharing your faith, so that you will have a full understanding of every good thing we have in Christ.”***      **Philemon 1:6**

***“I pray that you may be active in sharing your faith, so that you will have a full understanding of every good thing we have in Christ.”***      **Philemon 1:6**

## ■ ■ ■ ■ ■ Preparation

■ First you will need to print off and read over each of “The Condition of the Neglected” handouts. One is a fact sheet. One is a game. And one is the game answer sheet. Then you will need to make enough copies of “The Condition of the Neglected” (game) for each student. Be sure to print front & back copies (it is two pages).

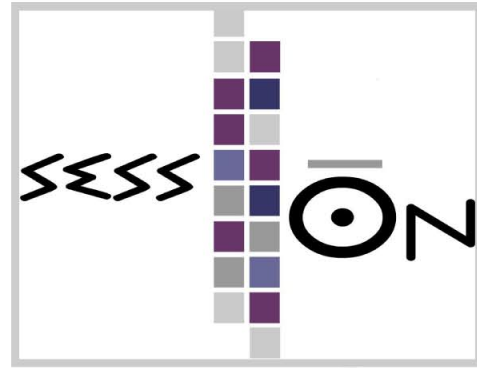
■ Next, you will need to look for a good video about poverty around the world. There are many videos about this topic on YouTube, search for “poverty”, “Compassion International”, or “World Vision”. Be sure to preview the video before you play it for your students.

■ Provide pens or pencils for each student for the game.

■ Print off an “A”, a “B”, and a “C” for the game. Then place these three letters on separate walls in your meeting space. You may want to write them on newsprint or poster board, especially if you have a larger group.

■ Print off the “Comfort Fasting” sign-up sheet for the fast that will take place during the week after this session.

■ *Optional:* Print off various pictures of people, especially children, who struggle with poverty and hunger.



seventeen

**Discipline:**  
**FASTING**

**Verse:** 1 JOHN 3:17;

PROVERBS 14:21,31; ISAIAH 58

**Purpose:** TO IMPACT STUDENTS  
WITH THE REALITY OF POVERTY  
WORLDWIDE AND TO DISCOVER OUR  
RESPONSIBILITIES ACCORDING  
TO GOD'S WORD.

## ■ ■ ■ ■ ■ Session Teaching Plan— 5 steps

■ **Step One – 20 min.** As students arrive, hand each a “The Condition of the Neglected” game sheet; and say, “*We are going to begin our session today by playing a little game.*” Then explain that they will not only need to circle the answer that they believe to be correct, but that they will also need to go stand by that letter (that should be already on the wall – “A”, “B”, or “C”). You may want to call on different students to read the questions out loud or you can read them. You may also want to give a prize to the student who gets the most correct answers. This tends to help the level of participation.

■ **Step Two – 10 min.** After the game take a few minutes to discuss the information that was given. Do this by asking students which statistic they think is the most interesting or disturbing statistic and why.

■ **Step Three – 10 min.** Then show the video about poverty. You may want to transition into the video by saying, “Now that we have heard about all these statistics, let’s see what that might look like.” After the video ask the students, “How does this make you feel?”

■ **Step Four – 10 min.** Say, “*So what does scripture say about this?*” Give students some time to respond; or have them work as teams to find verses or passages that talk about poverty or the way we, as Christians, should respond to those in need. Eventually direct them to 1 John 3:17; Proverbs 14:21, 31; and Isaiah 58.

■ **Step Five – 10 min.** End your time by encouraging students to fast from a “comfort” for 3 days in a row, some time this coming week. You may need to explain what a comfort is. Make sure each student signs up for the fast this week listing what they will be fasting from. Then have students get into groups of 3 and pray for deep conviction and obedience in this area. Ask God to use this fast to help them see the poor and the needy as He does.



# THE CONDITION OF THE NEGLECTED

game

## QUESTION 1

Approximately how many people in the world live on less than \$2 a day (which is only \$60 a month or \$730 a year)?

- A) 500 million
- B) 1.1 billion
- C) 3.5 billion

## QUESTION 2

How many—of those from question 1—do you think live on less than \$1 a day (which is only \$30 a month or \$365 a year)?

- A) 500 million
- B) 1.1 billion
- C) 3.5 billion

What percentage of the world's population lives on less than \$2 a day?

- A) 25%
- B) 33%
- C) 56%

## QUESTION 3

## QUESTION 4

According to the United Nations Children Fund, approximately how many children die each day due to poverty?

- A) 25,000
- B) 12,500
- C) 5,000

## QUESTION 5

Of these children that die each day due to poverty, 16,000 die from hunger...this is approximately one child every \_\_\_\_\_?

- A) 5 seconds
- B) 10 seconds
- C) 30 seconds

In 2006 alone, approximately how many children died, due to hunger, before they reached their 15th birthday.

- A) 2 million
- B) 5 million
- C) 10 million

## QUESTION 6

# THE CONDITION OF THE NEGLECTED

Game

## QUESTION 7

Do you know how many people, around the world, go to bed hungry every night?

- A) 1.2 billion
- B) 800 million
- C) 250 million

## QUESTION 8

Take a guess at how many of those that go to bed hungry, every night, are children...

- A) 300 million
- B) 100 million
- C) 50 million

Many people in the world do not have access to clean drinking water. In fact, \_\_\_\_\_ children die each year because of this?

- A) 50,000
- B) 500,000
- C) 1,500,000

## QUESTION 9

## QUESTION 10

Some other statistics tell us that \_\_\_\_\_ children, around the world die everyday because of disease-infested drinking water?

- A) 3,000
- B) 6,000
- C) 12,000

## QUESTION 11

Considering the fact that we are in the 21st century...approximately how many people, in the world, do you think still live without something as common as electricity?

- A) 500 million
- B) 1 billion
- C) 1.5 billion

Due to the harsh economic conditions and the extreme poverty in most the world, nearly \_\_\_\_\_ people are still unable to read or write.

- A) a thousand
- B) a million
- C) a billion

## QUESTION 12

# THE CONDITION OF THE NEGLECTED

## FACTS

- ★ More than 1.1 billion people in the world live on less than one dollar a day. Another 2.7 billion struggle to survive on less than two dollars a day. Poverty in the developing world, however, goes far beyond income poverty. It also means having to walk more than one mile everyday simply to collect water and firewood, it also means suffering diseases that were eradicated from rich countries decades ago, and it means drinking water that is disease-infested and unsafe.
- ★ When you look at and realize that of the 6.7 billion people in the world, 3.8 billion live on less than \$2 a day—which comes out to, 56% of all humanity—it is not only mind blowing, but very disturbing as well. At least 80% of all humanity lives on less than \$10 a day. Keep in mind that in some locations around the world, such as Sub-Saharan Africa, 50% of the population live on under \$1 a day!
- ★ Some recent studies by UNICEF (United Nations Children Fund) and World Bank have shown that approximately 25,000 children die each day due to poverty (health, wealth, sanitation, & disease). And they “die quietly in some of the poorest villages on earth, far removed from the scrutiny and the conscience of the rest of the world.” Being meek and weak in life makes these dying multitudes even more invisible. These studies have also revealed that of the children that die each day due to poverty, over 16,000 are exclusively caused by hunger or starvation—this comes out to one child dying every 5 seconds. “In essence, hunger is the most extreme form of poverty, where individuals or families cannot afford to meet their most basic needs.”
- ★ Other studies done by World Bank Development and Bread For The World show that in 2003 over 10.6 million children, around the world, died before they reached the age of 5 (which is the same number of children as the combined total child population of France, Germany, Greece, and Italy). And in 2006 more than 10 million children died before reaching the age of 15. Most of these children suffered from hunger, malnutrition, and disease-infested drinking water.
- ★ A study by the “Millennium Project”, commissioned by the UN Secretary-General and the United Nations Development Group, found that more than 800 million people go to bed hungry every day and 300 million of them are children. Of these 300 million children, only 8% are victims of famine or other emergency situations. More than 90% are suffering long-term malnourishment and micronutrient deficiency. Every 3.6 seconds another person (all ages) dies of starvation, but a large majority are children under the age of 5.

# THE CONDITION OF THE NEGLECTED

## FACTS

- ★ Looking at sanitation and clean drinking water alone, studies show that 1.5 million children die each year from lack of access to clean drinking water and adequate sanitation. In fact, 5 million people die each year from water-borne diseases. World Vision states that 6,000 children die every day, because of disease-infested drinking water.
- ★ Here are a couple of other interesting statistics concerning the effects of poverty around the world: Did you know that 15 million children around the world have been orphaned due to HIV/AIDS? Did you know that 1.6 billion people, approximately 1/4 of all humanity, still live without access to the most prevalent commodity in America—electricity? Or did you know that studies prove that there are still nearly a billion people, in the world, who are unable to read or write.
- ★ Well, as you can see the state of poverty around the world should be of great concern to all—especially Christians—but to be honest, it's not. This information was not given, just to inform; but to move or "spur" us on to obedience in this matter. As it says in I John 3:17, "If anyone has material possessions and sees his brother in need but has no pity on him, how can the love of God be in him? Dear children, let us not love with words or tongue (or thought) but with actions and in truth."
- ★ For more information about the issues of poverty around the world visit: [www.unmillenniumproject.org](http://www.unmillenniumproject.org), [www.globalissues.org](http://www.globalissues.org), [www.bread.org](http://www.bread.org), [www.worldvision.org](http://www.worldvision.org), or [library.thinkquest.org](http://library.thinkquest.org).

# THE CONDITION OF THE NEGLECTED

Game

## ANSWER SHEET

### QUESTION 1

Approximately how many people in the world live on less than \$2 a day (which is only \$60 a month or \$730 a year)?

- A) 500 million
- B) 1.1 billion
- C) 3.5 billion

### QUESTION 2

How many—of those from question 1—do you think live on less than \$1 a day (which is only \$30 a month or \$365 a year)?

- A) 500 million
- B) 1.1 billion
- C) 3.5 billion

What percentage of the world's population lives on less than \$2 a day?

- A) 25%
- B) 33%
- C) 56%

### QUESTION 3

### QUESTION 4

According to the United Nations Children Fund, approximately how many children die each day due to poverty?

- A) 25,000
- B) 12,500
- C) 5,000

### QUESTION 5

Of these children that die each day due to poverty, 16,000 die from hunger...this is approximately one child every \_\_\_\_\_?

- A) 5 seconds
- B) 10 seconds
- C) 30 seconds

In 2006 alone, approximately how many children died, due to hunger before they reached their 15th birthday.

- A) 2 million
- B) 5 million
- C) 10 million

### QUESTION 6

# THE CONDITION OF THE NEGLECTED

Game

## Master List

### QUESTION 7

Do you know how many people around the world go to bed hungry every night?

- A) 1.2 billion
- B) 800 million
- C) 250 million

### QUESTION 8

Take a guess at how many of those who go to bed hungry every night are children...

- A) 300 million
- B) 100 million
- C) 50 million

Many people in the world do not have access to clean drinking water. In fact, \_\_\_\_\_ children die each year because of this?

- A) 50,000
- B) 500,000
- C) 1,500,000

### QUESTION 9

### QUESTION 10

Some other statistics tell us that \_\_\_\_\_ children around the world die every day because of disease-infested drinking water?

- A) 3,000
- B) 6,000
- C) 12,000

### QUESTION 11

Considering the fact that we are in the 21st century...approximately how many people, in the world, do you think still live without something as common as electricity?

- A) 500 million
- B) 1 billion
- C) 1.5 billion

Due to the harsh economic conditions and the extreme poverty in most of the world, nearly \_\_\_\_\_ people are still unable to read or write.

- A) a thousand
- B) a million
- C) a billion

### QUESTION 12



## ■ ■ ■ ■ ■ Preparation

■ This session focuses on how we can and should be willing to endure the suffering that may come when we stand up for the Gospel. The websites listed below offer resources and information pertaining to this topic. Before the session begins, take some time to visit the following websites.

[www.persecution.com/](http://www.persecution.com/) (Voice of Martyrs website)

[www.jesusfreaks.net/](http://www.jesusfreaks.net/)

The Jesus Freaks website offers excerpts from their books containing true stories of persecution and martyrs. Listed below are specific web addresses of the printable PDF excerpts. Feel free to use any story out of the “Jesus Freak” book if you own a copy. Any story off the Voice of Martyrs website homepage will work as well.

[www.jesusfreaks.net/excerpts/JesusFreaks.pdf](http://www.jesusfreaks.net/excerpts/JesusFreaks.pdf) (Anila & Perveen)

[www.jesusfreaks.net/excerpts/JF2\\_Iran.pdf](http://www.jesusfreaks.net/excerpts/JF2_Iran.pdf) (Pastor Mehdi Dibaj)

[www.jesusfreaks.net/excerpts/JF2\\_China.pdf](http://www.jesusfreaks.net/excerpts/JF2_China.pdf) (Pastor Li De Xian)

[www.jesusfreaks.net/excerpts/JF2\\_Laos.pdf](http://www.jesusfreaks.net/excerpts/JF2_Laos.pdf) (Hezekiah's)

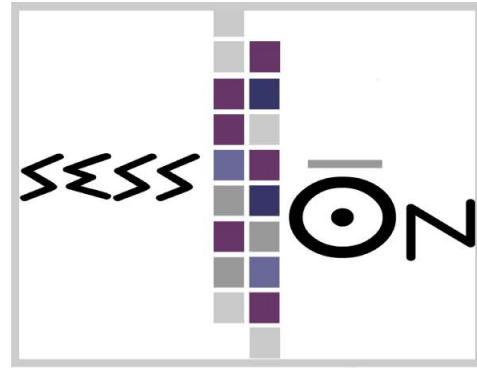
[www.persecution.com/](http://www.persecution.com/)

■ Print off the articles that you have selected. You will need to print off at least 4 articles, but feel free to print as many articles as you would like. You will need to hang these articles on the walls throughout your meeting space. At various times throughout this session, as students will be instructed to walk around the room and read the different articles.

■ Print out the “Suffering for Christ Handout”, you will need one for each student. This Handout will walk your students step by step through this session. The entire session will be an individual effort...no groups! Students will be encouraged to get alone to focus on the idea of suffering for Jesus.

■ Provide pens or pencils for students to write down their thoughts throughout this session.

■ Students will need their Bibles so make sure you have extra Bibles available, for those who didn't bring one.



eighteen

**Discipline:**

**MEDITATION**

**Verse:** PHILLIPIANS 1:27-30

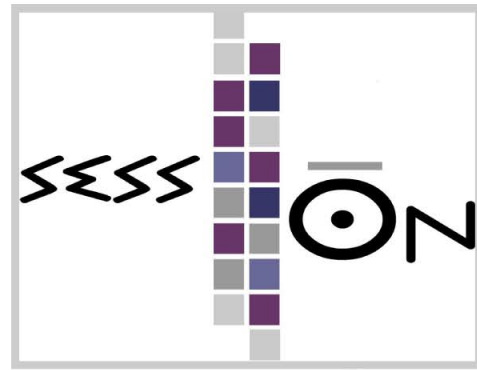
**Purpose:** TO ENGAGE STUDENTS WITH THE PRIVILEGE OF SUFFERING FOR JESUS CHRIST AND HIS GOOD NEWS.



## ■ ■ ■ ■ ■ Session Teaching Plan—2 steps

■ **Step One – 50 min.** Before you begin keep in mind that this session will be over a weighty topic. Say, “Tonight you will be led to engage God’s Word on the topic of suffering for the Gospel. Along with God’s Word you will also encounter real life stories of people who experienced fierce persecution and even death for the sake of the Gospel. As we approach this time, begin thinking about how you have suffered for Christ. What cost have you had to pay? What cost are you willing pay in order for the Good news of Jesus to be shared?” Pass out the “Suffering for Christ Handout” to each student and have them find a place to get alone, within your meeting room, for them to focus on suffering for Jesus. Say, “Tonight we are going to meditate and focus on the idea of suffering for Christ. Everything you do will be as an individual, so everyone will need to remain quiet throughout the entire session.” Each section of their handout is designed to last 10 minutes. After each ten minute section is up you will need to instruct them to move to the next section, so you need to remain conscious of the time. Before dismissing students to their “quiet spot” pray for them!

■ **Step Two – 10 min.** Use the remainder of your time to allow students to share about things that God revealed to them, during their time of meditation. Then ask students to share about their own suffering or lack of suffering for God. If any students are willing to be honest, have them share what has inhibited their willingness, in the past, to suffer for Christ. End by challenging them to move past those barriers this week and to be willing to endure suffering, especially if it is required to make Christ known! Close in prayer and dismiss.



eighteen

**Discipline:**

**MEDITATION**

**Verse:** PHILLIPIANS 1:27-30

**Purpose:** TO ENGAGE STUDENTS WITH THE PRIVILEGE OF SUFFERING FOR JESUS CHRIST AND HIS GOOD NEWS.



# Suffering for Christ Handout

You are about to begin a series of moments that will lead you to consider what it means to suffer for Christ. Simply read through this handout and follow the directions. Feel free to respond to the certain sections of this handout by writing or simply let your mind think about these stories and passages of Scripture. Let's get started!

## **Section #1 (10 minutes)**

### **Read Philippians 1:27-28**

Paul says, *"For it has been granted to you on behalf of Christ not only to believe on him, but also to suffer for him."* The fact that we can trust in Christ is a privilege, but we are also told that it is equally a privilege to suffer for Him too.

---

---

Do you really understand the amazing gift and sacrifice of Jesus Christ? The answer to that question is found in your willingness to give God your life in way that is worthy of what Jesus did for you. Paul says, "whatever happens". Is there anything that could happen that would cause you not to live worthy of Jesus' sacrifice for you? Think about that!

---

---

### **Read Philippians 1:29-30**

Paul says, *"whatever happens, conduct yourselves in a manner worthy of the gospel. Of Christ."* Living worthy of the Gospel means that you first understand the Gospel. Take a few moments to really grasp the impact of what Christ did for you. What cost have you had to pay for following Christ? What cost would you be willing to pay in order for the Good news of Jesus to be shared with others?

---

---

---

Get up and go read 1-2 of the stories hanging on the wall. Wait patiently until it's your turn, if there are several reading the story. After you have read the story, come back to your spot and read **Philippians 1:27-30** a few more times. Finally, spend some time in prayer about what you have been exposed to thus far. Keep praying until you are told to go to the next section. Please do not move to the next section until you are told to.



# Suffering for Christ Handout

## **Section #2 (10 minutes)**

### **Read 2 Corinthians 11:23-27**

Why do you think Paul would be willing to experience all of this for the sake of Christ?

---

---

As you think about what Paul experienced, get REAL honest with yourself right now! What things in life would you find difficult to experience and maybe be unwilling to experience right now for the sake of Christ?

---

---

---

Once again, get up and go read 1-2 of the stories hanging on the wall. Wait patiently until it's your turn, if there are several reading the story. After you have read the story, come back to your spot and read **Philippians 1:27-30** again. Finally, spend some time in prayer and deep thought about what you have been exposed to thus far. Keep praying until you are told to go to the next section. Please do not move to the next section until you are told to.

## **Section #3 (10 minutes)**

### **Read Hebrews 11:36-38**

*"stoned ; they were sawed in two; they were put to death by the sword."* Were these people insane to submit themselves to this kind of treatment all in the name for Christ? I think not! They, obviously, were so convinced of the magnitude of Christ's sacrifice for them that they would be willing to experience anything for Christ. If these same people could speak of your commitment to Christ and your willingness to suffer for Christ, what would they say?

---

---

---

Once again, get up and go read 1-2 of the stories hanging on the wall. Wait patiently until it's your turn, if there are several reading the story. After you have read the story, come back to your spot and read **Philippians 1:27-30** again. Finally, spend some time in prayer and deep thought about what you have been exposed to thus far. Keep praying until you are told to go to the next section. Please do not move to the next section until you are told to.



# Suffering for Christ Handout

## **Section #4 (10 minutes)**

### **Read 2 Timothy 3:12**

Have you been persecuted (big or small) for your faith? How?

---

---

This verse says that our godliness (living like Christ) is tied to our persecution. In what ways have you sacrificed your Godliness? In what ways have you chosen to say, think, or act in ungodly ways? Confess and repent those things to God now!

---

---

One more time, get up and go read 1-2 of the stories hanging on the wall, that you have not read. If you have read all of them, then go read one that stuck out to you the most. Wait patiently until it's your turn, if there are several reading the story. After you have read the story, come back to your spot and read **Philippians 1:27-30** again. Finally, spend some time in prayer and deep thought about what you have been exposed to thus far. Keep praying until you are told to go to the next section. Please do not move to the next section until you are told to.

## **Section #5 (10 minutes)**

““For it has been granted to you on behalf of Christ not only to **believe** on him, but also to **suffer** for him.” As a sinner, Christ's love brought you grace to be forgiven. But now as a forgiven sinner, Christ's love calls you to suffer for His name. Have you freely received His grace to save you but been reluctant to sacrifice in order to make Him known to others?

---

---

---

---

You are forgiven so that you can help others know they can be forgiven as well. Spend the remainder time considering what Christ has done for you and now what you will do for Him, NO MATTER THE COST!

## ■ ■ ■ ■ ■ Preparation

■ Tell your students the week before for students to bring extra cans of food from home. (be sure to tell them to get their parents permission before raiding the pantry!) You may gather a list of items needed by your local food bank, and give that list to your students a week before.

■ Before the lesson find the home of an individual that needs work, yard mowed, cleaned. This can be someone from your church, or someone from the community. This project needs to be small enough that you can do it within 30 minutes. If you locate a large project for your students, you will need to schedule a day separate from your Sumphero meeting time.

■ Get a poster board and markers for your group to write on the day of your project.

■ Prepare your transportation needs for your group with appropriate seats and seatbelts for your group.

■ Bring boxes for you student to put their food items in.

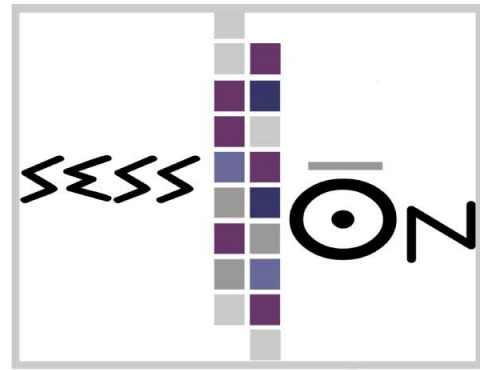
## ■ ■ ■ ■ ■ Session Teaching Plan— 4 steps

■ **Step One – 5 minutes** – Have your students meet you at your normal meeting space and have boxes ready for students to drop their food items into. Explain to your group that the food items will be donated to a local food bank which will be given to local families. Pray over your donations, that God will use it to bless a family and remind them He loves them.

■ **Step Two – 5 minutes** – Read through Matthew 25:35-36, 40 and talk about how God wants us to feed the hungry, cloth the naked and house the homeless. And that today we are going to give our food to a local food bank, and go to a local home to help them with needs they cannot do themselves. We are doing this because God called us to minister to those in our community.

■ **Step Three – 50 min** – Load your group up and travel to the designated home where your group will work.

■ Get your group to take time to surround and pray with the home owner prior to working on their home.



nineteen

**Discipline:**

**MINISTRY**

**Verse:** MATTHEW 25:35-36, 40

**Purpose:** TO ENCOURAGE STUDENTS  
TO MINISTER TO THOSE IN  
THEIR COMMUNITIES.

■ Encourage your group to pray for the home owner and for God's blessing on him or her while they are cleaning and working on the home.

■ Have your group sign and write notes of encouragement on the poster board.

■ At the end of your time have your group give the homeowner the poster board.

■ If it is possible you can drop off your food donations on your way back to your church.

■ **Step Four** – If time allows or you are looking for extra ministry ideas for your community check with a local clothing ministry, food pantry, homeless ministry and see what needs they may have for volunteers or donations. Set up a time for your group to serve.

## ■ ■ ■ ■ ■ Preparation

■ Print out the included pictures and phrases. Later in this session, you will break the students into groups of 3 or 4 to compete in a game. Make sure you have enough sets of the pictures and phrases for each group. The pictures represent the “blessed” portion of each verse of the Beatitudes. The phrases spell out the “promise” of each verse of the Beatitudes.

■ Have extra Bibles on hand for the students who do not have one.



twenty

### Discipline:

SCRIPTURE MEMORY

Verse: MATTHEW 5:3-10

Purpose: TO LEAD STUDENTS  
IN A CREATIVE WAY OF  
MEMORIZING THE BEATTITUDES.

## ■ ■ ■ ■ ■ Session Teaching Plan— 4 steps

■ **Step One – 40 min.** This session will be totally dedicated toward the memorization of the Beatitudes found in Matthew 5:3-10. Before they will begin the act of actually memorizing the verses they will play a matching/memory game in order to help their minds identify which “Blessed” goes with which “Promise”. Divide your group into 3-4 smaller groups and assign an adult to each group so they can oversee their progress. The first game will be a competition within each group and the remainder games will be a competition between the groups.

■ **Game 1: Memory Game within the group** – Have your adult shuffle their set of pictures and phrases for each group and lay them out for each group in their own area but turn the pictures and phrases down facing the floor. Without the use of their Bibles, they will need to figure out which picture goes with what phrase. This exercise will require them to be familiar with the Beatitudes. This may be really difficult for some individuals. That’s O.K. This game is a competition within the group so each person takes a turn turning over two “tiles” at a time (for explanation purposes tiles will be the pictures and phrases). Does the picture

match the phrase? (For example, there could be a picture of a hungry and thirsty person for “blessed are those who hunger and thirst for righteousness.” It will need to be matched with the phrase, “for they will be filled.”) If it is a match, they can remove the “tiles” from the floor and set them aside and go again. If it is not a match, they must place them face down on the floor just as they were and it is the next person’s turn. They should continue this process until all the “blessed” tiles are matched with all the “promise” tiles. The trick to this game is for the students to remember the location of the tiles so that they can better match them when it is their turn.

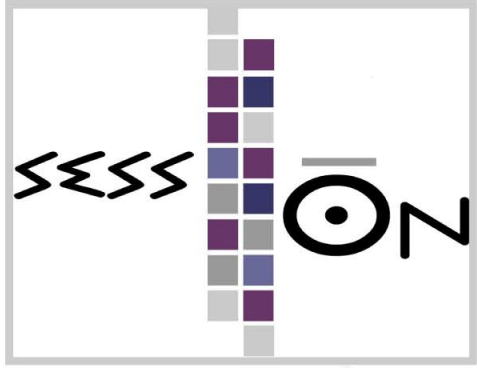
■ **Game 2: Memory Game against the other groups** – Have your adult shuffle their set of pictures and phrases for each group and lay them out for each group in their own area but turn the pictures and phrases down facing the floor. This game will need to be played the same exact way. Each person will need to take a turn and so on, only this time they are playing as a group against the other groups. The first group to successfully match all the tiles wins.

**Session Teaching Plan cont.**

■ **Game 3: Speed Matching Game** – Have your adults combine and shuffle together all the pictures and phrases from all the groups and lay them out in the room face up. Assign each group a certain corner or area of the room as their home base. Each group is going to have to work together to match and collect all 8 Beatitudes at their home base. The group that matches correctly the “blessed” with the “promise” the fastest wins. This game is going to be pretty hectic so tell them to be very careful. At your determination yell GO and get out of the way!

■ If you have more time feel free to play any or all the games as many times as you would like. The more you play the more it will help them memorize the Beatitudes. But for sure, you will want to play and finish with Game 3, even if you play Game 3 twice. After you shuffle together all the tiles it will be difficult to separate all the tiles back to the original order.

■ **Step Two – 20 min.** Ensure that each student has a Bible. Have them get in groups of 2-3 and help each other memorize the Beatitudes for the rest of the session. Challenge the students to memorize as many of the verses in this passage as possible. Have them recite the verses to each other before you dismiss



twenty

**Discipline:**  
 SCRIPTURE MEMORY  
**Verse:** MATTHEW 5:3-10  
**Purpose:** TO LEAD STUDENTS  
 IN A CREATIVE WAY OF  
 MEMORIZING THE BEATTITUDES.



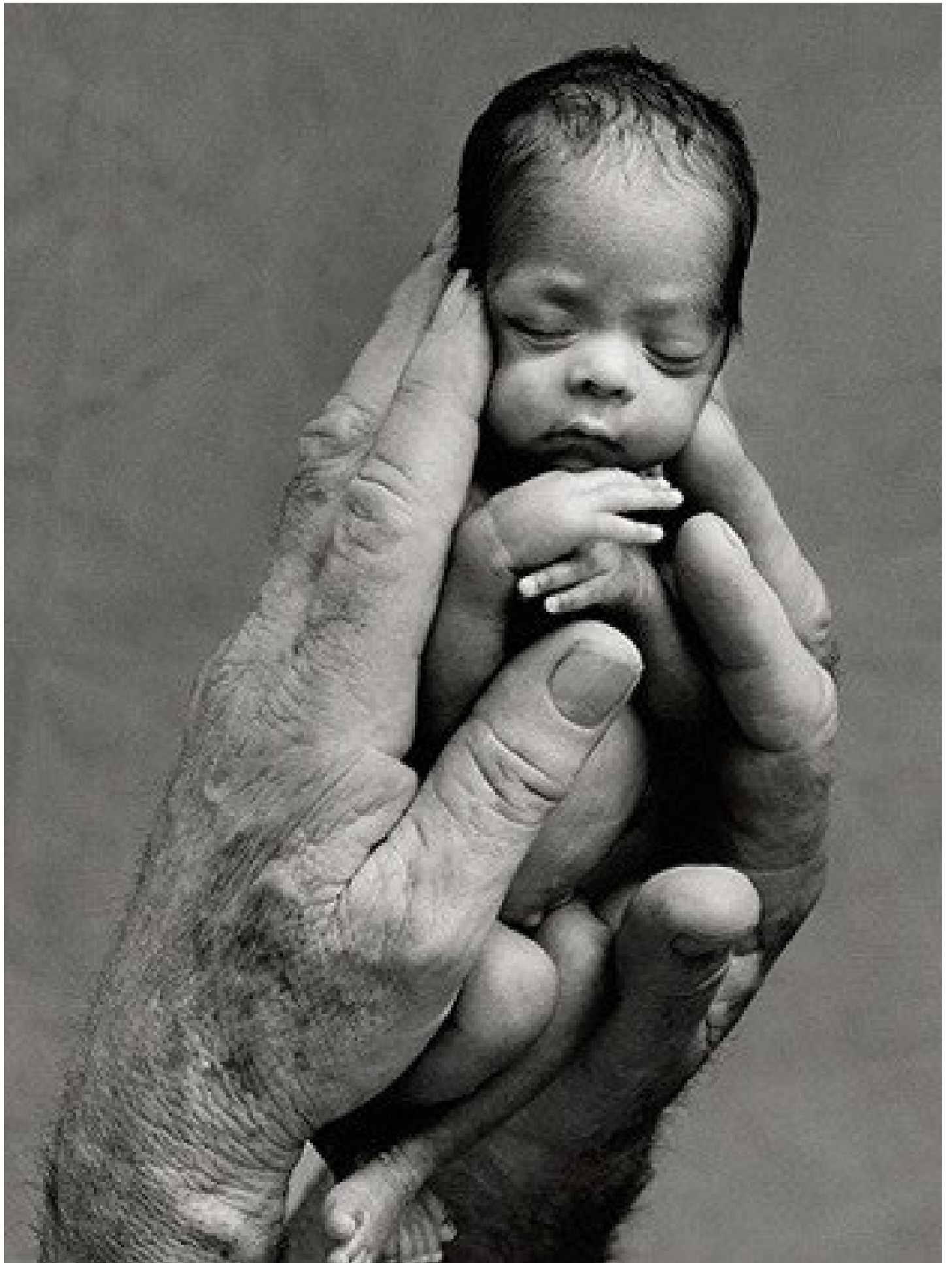




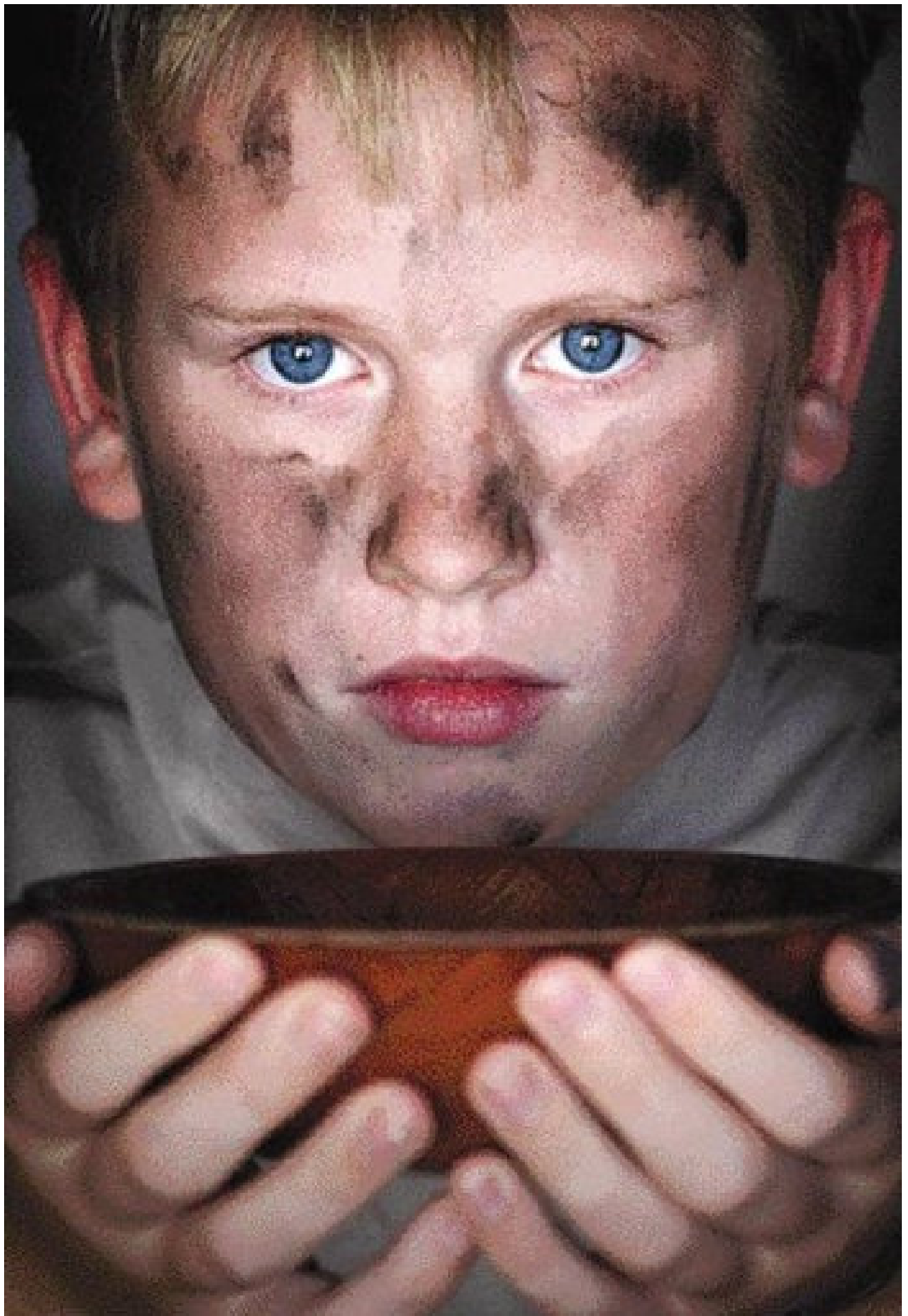
...for theirs is  
the kingdom  
of heaven.



...for they  
will be  
comforted.



...for they  
will inherit  
the earth.



...for they  
will be  
filled.



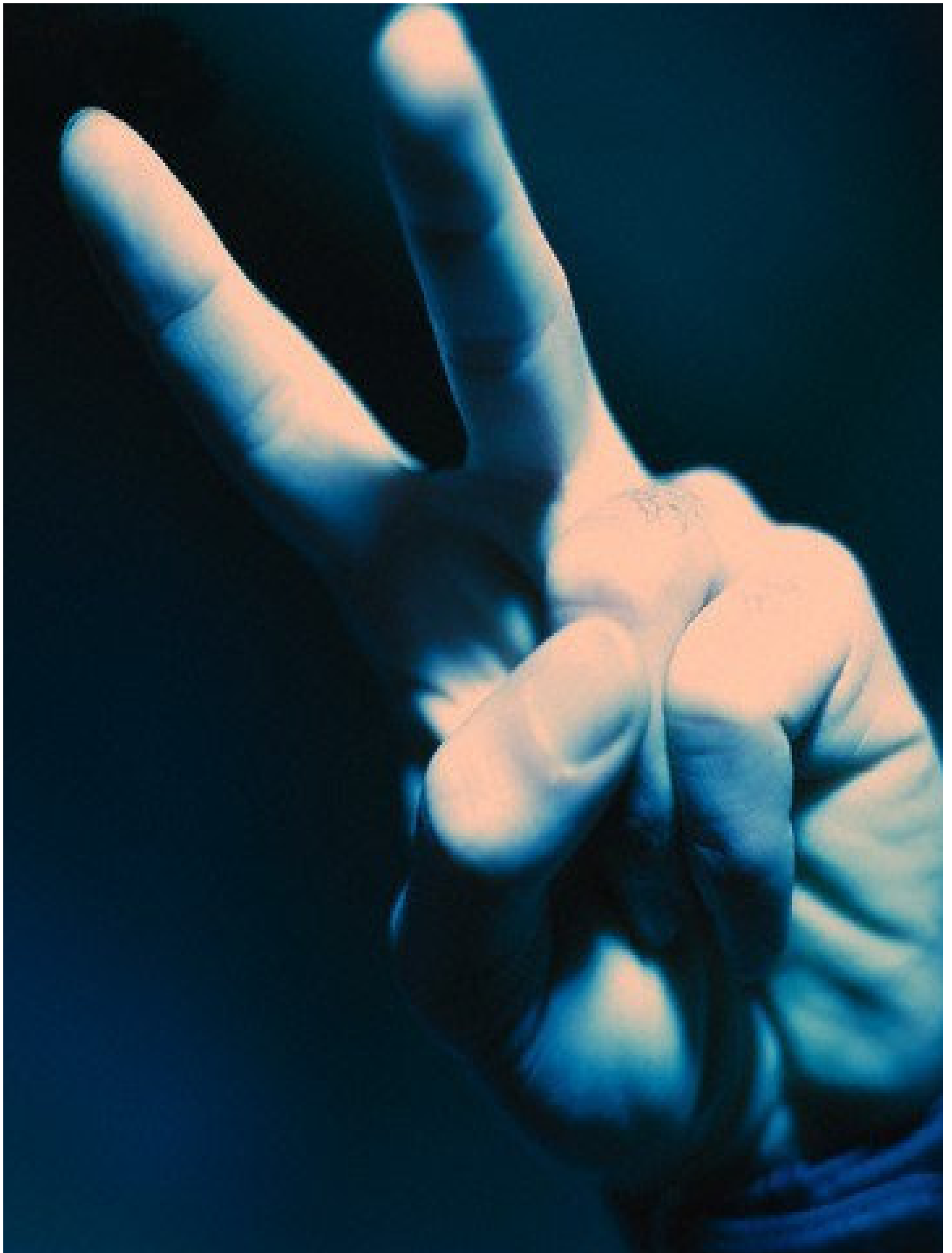
# mercy me



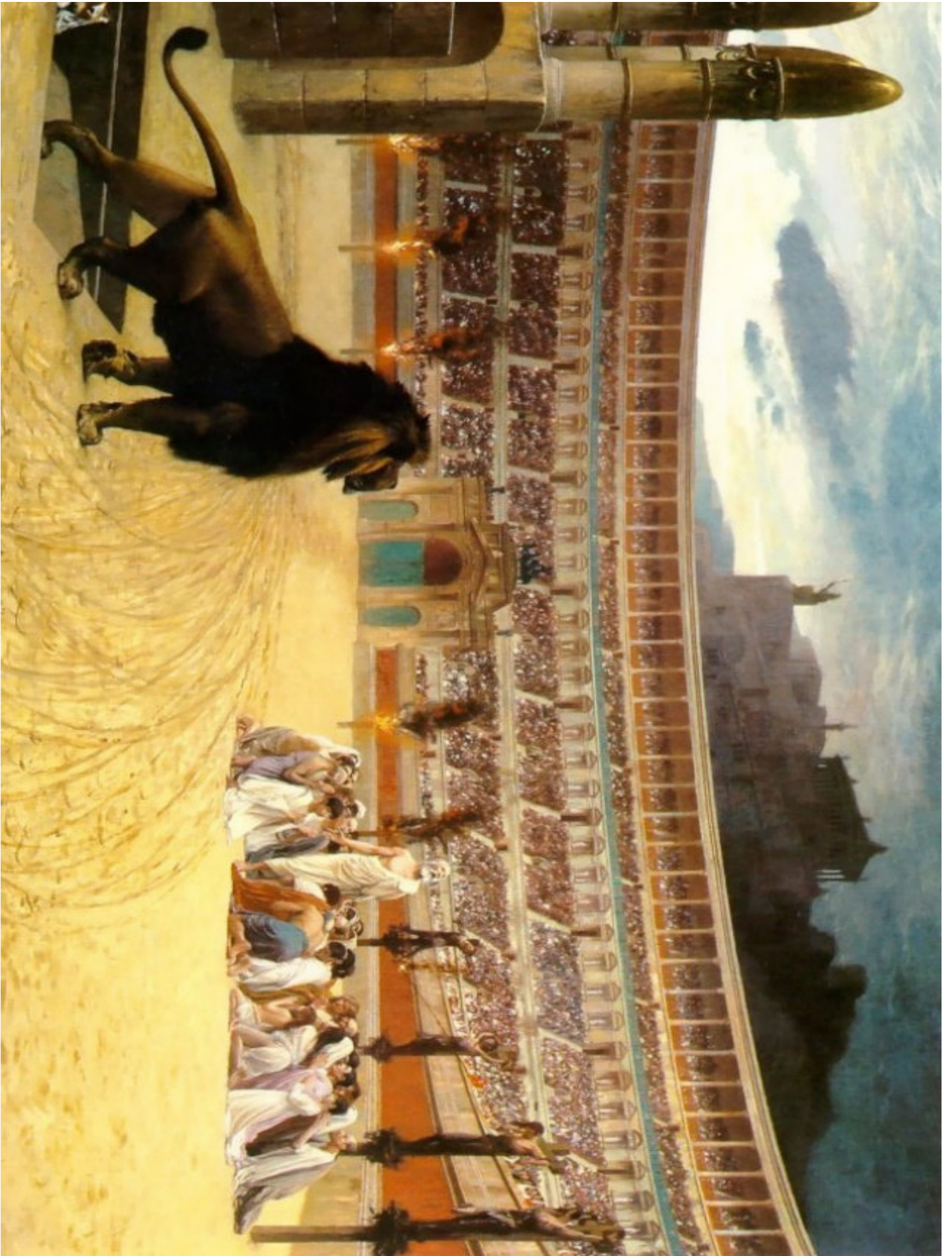
...for they will  
be shown  
mercy.



...for they  
Will see  
Good.



...for they will  
be called  
sons of God.



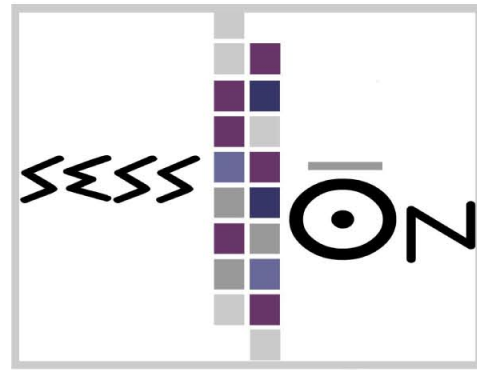
...for theirs is  
the kingdom  
of heaven.

## ■ ■ ■ ■ ■ Preparation

■ Make copies of the “TAN – Bible Study” handouts that are provided for you. Make sure that you have enough copies for everyone in your group. Everyone should have one of the explanation handouts, as well as a blank TAN handout in order to write their answers to the questions as they pertain to this passage.

■ Take the necessary time to familiarize yourself with Malachi 1:6-14. Look over the notes that will be included in the teaching plan about some of the possible answers to the questions. You may also find it helpful to check with a commentary to find out the historical context of the passage.

■ Provide pens or pencils for students to write with as they learn the TAN method..



twenty-one

**Discipline:**

**BIBLE STUDY**

**Verse:** MALACHI 1:6-14

**Purpose:** TO TEACH STUDENTS THE TAN BIBLE STUDY METHOD.

## ■ ■ ■ ■ ■ Session Teaching Plan— 4 steps

■ **Step One – 5 min.** Take a few minutes to ask the students to name a few Bible study methods they may have learned previously. This may include what they have learned in Sumphero or from any other source. (Possible answers: God Follower, SEEKER, P's and Q's, TAN, etc)

■ **Step Two – 5 min.** After each student has been given their TAN handouts, go over the process of TAN with them. Have students read the basic concepts of each major point – THEN, ALWAYS, and NOW.

■ **Step Three – 25 min.** Break the students into groups of 2 or 3 so they can implement the TAN Bible study method as they break down Malachi 1:6-14. It would be wise to have an adult or (at the very minimum) a mature student leader in each group to keep them on task, as this can be a tedious process.

■ **Step Four – 20 min.** Bring the students back together to discuss what they have learned by applying this particular method to this Biblical text.

■ **Then** – What did the verses mean in their original context? (Name of Malachi means “my

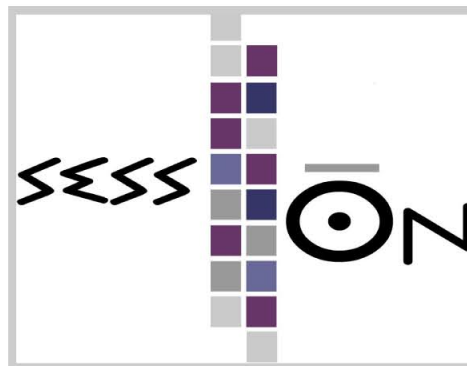
messenger.” The people of Israel have just finished building the temple. But Malachi is sent to reprove them for neglecting the temple and not worshipping correctly after it was built. So the people of God have just seen an amazing thing as the temple has been rebuilt, but they have been lazy and sinful in their sacrifices and other worship mandates. A key question is: “What have they done wrong?” Verse 8 brings out the problem clearly. They have been bringing blind and diseased animals as sacrifices to God and they have much better animals to give.)

■ **Always** – Are there universal principles that will always stand from the passage? (Looking at verses 13-14, we see that God will not accept weak, lame offerings. This is not only true of the people of Israel, but for all people of all time. We all have an offering to bring consisting of our lives, our money, our time, our worship, how we lead our families, our effort at school, in sports, at work, etc. Verse fourteen points out some reasons that God will never accept weak or incomplete offerings. Why? First we have better offerings to give.



## ■ ■ ■ ■ ■ Session Teaching Plan cont.

- We have "an acceptable male" in our flock but hold it back for ourselves and bring the blind, crippled animals to Him. Again, this is a play on words, but we often hold back the best of ourselves from God. Second, He is a great King. And third His name is to be feared among the nations. After all, He's God, and He deserves our best offering, as well as all people from all time.)
- **Now** – What does it mean now? How can one apply this to his/her life? (There are two questions you need to ask yourself. First, what kind of offerings have you been bringing the Lord in the past week, month, year? Second, what kind of offerings do you have to give? In other words, what have you been holding back from my Great King? The application here is to ask yourself what we could do better for the Lord and how one could become a more obedient followers of Christ. And then comes the challenging part; following through and doing it and repenting and offering your best.)
- **Step Five – 5 min.** Encourage the students to spend some time this week to apply the TAN method to another Biblical passage. Give them a few suggestions such as John 1 or Ephesians 6:1-4.



twenty-one

**Discipline:**  
BIBLE STUDY  
**Verse:** MALACHI 1:6-14  
**Purpose:** TO TEACH STUDENTS THE  
TAN BIBLE STUDY METHOD.



# TAN – Bible Study Method

No matter what passage we are studying, it is important that we look at the passage from every side. For instance, a letter written to people thousands of years ago meant something then, and can mean something to us today. The TAN Bible study method helps us treat the Scripture with care from each perspective.

T

**THEN** ó What was the original context of the passage? Who wrote it? Who was it written to? What was the occasion for the writing? Is the timing or location of it important? ***Tips: Read the first chapter of the book to find out some of the context. Always ask the 5 W's (who, what, where, when, why). Take time to refer to some commentaries or Bible dictionaries to find out details from the text. Ask the 5 W's and read the entire book to find these details.*** Why? The Bible was not written to us. But it was written for us to learn from and to apply. We must first know what it meant from its original author to its original audience.

A

**ALWAYS** ó What are some universal principles that can always be applied from this passage? Is there a timeless meaning to this passage that will not change from generation to generation? ***Tips: Think in terms of the big picture. Ask yourself what significance this passage has had on every person for all of time. What principles have stood regardless of changing cultures and times?*** Why? Just because God's Word is an ancient document does not mean that it is out of date. God is eternal and His truth spans from everlasting to everlasting. Even passages that deal with people groups that no longer exist can teach us things about God and about following Him.

N

**NOW** ó This is where we relate the passage to the current day and age. This is also where we get very specific about applying it to our lives. ***Tips: Consider your current personal circumstances as well as the current situation in the world around you. What might God be trying to teach you from this passage? Is He calling you to repent of sin? How might He be challenging you to grow and learn?*** Why? God is personal. He doesn't waste anything. He desires for each of us to take what He has done for all of time and learn from it. He wants His Word to come alive in our lives and become the ultimate authority for how we live.

# TAN – Malachi 1:6-14

*Now that we have studied how to apply the TAN Bible study method, let's actually put this knowledge into practice.*

*The passage for today is Malachi 1:6-14. This is not an exercise in breaking down every word of every verse. Instead read the passage two or three times and begin to gain the overall meaning of the passage. Keep the previous page handy to use as you study the passage. Write what you have learned in the following boxes.*

**T**

**THEN** ó

**A**

**ALWAYS** ó

**N**

**NOW** ó

## Preparation

You'll need to secure each of the following items for each of the groups (3-4 students) you form:

- 1 – 2 qt. Mainstays glass cracker jar (WalMart)
- 13 – Golf Balls
- 1 – Small pkg. (2 lbs.) of decorative glass marbles (Hobby Lobby)
- 2 – 1 ¾ lbs. plastic jar of sand (Kelly's Crafts brand @ WalMart)
- 1 – Official league softball
- 1 – Large plastic bowl
- 1 – Large colander

Print enough copies of the “4 P’s of Worship” Worksheet so that each student will have a copy. Provide Bibles and pens or pencils for students.

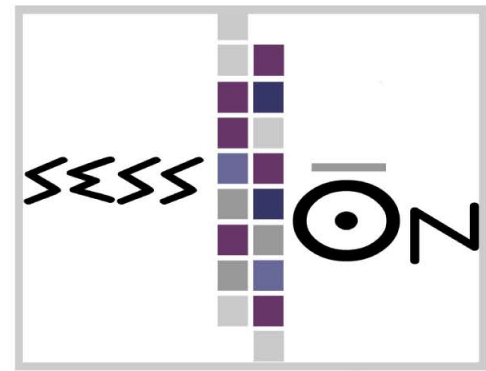
One small pitcher of water (Hide this until the last step of the teaching process)

**NOTE:** In order for the object lesson included in this lesson to work, you must use the exact items listed above. Otherwise, you will have to experiment with other items to find your own variation that works.

## Session Teaching Plan— 3 steps

**Step One – 10 minutes** Tell students that today they will be discussing the discipline of worship. Read Psalm 103:1. Say, “When the scripture refers to ‘all that is within us,’ it is referring to loving God or worshipping Him completely. Today we will break into groups and discuss the 4 P’s of Worship: Prayer, Praise, Proclamation, and Participation.” (NOTE: Students may be familiar with prayer and praise, but not so much with proclamation and participation. Take time to explain these. Proclamation is the speaking and hearing of the Word of God. A significant part of our worship is our hearing the Word preached and to proclaim it ourselves. Participation is the word used to describe our “participation in the Gospel.” We participate in the work of Christ and worship Him by observing communion, as per the instructions of Jesus. We worship by participating in the acts of giving and serving as well.) Break students in groups of 3 or 4.

**Step Two – 40 minutes** Give each group the items necessary for their object lesson and give each student a copy of the worksheet. Tell groups they should work together in reading the scripture, but to do the personal evaluations individually. Instruct them to work together on the object lesson as well.



twenty-two

**Discipline:**

**WORSHIP**

**Verse:** PSALM 103:1

**Purpose:** TO LEAD STUDENTS TO UNDERSTAND THE CONCEPT OF WORSHIPPING GOD WITH “ALL THAT IS WITHIN THEM.”

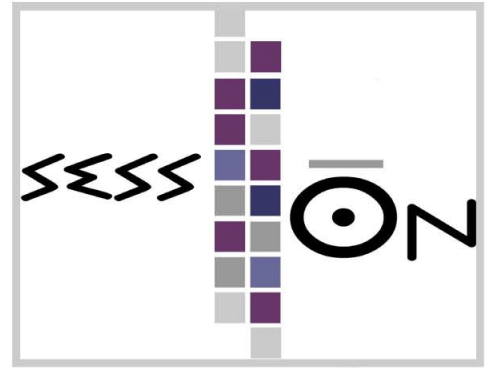
**Step Three – 10 minutes** Gather students together and ask them to respond to this worship exercise. Ask students which of the 4 P’s they most need to improve in their own lives. Ask each group to share their priority structure for the 4 P’s and to identify which item went with each “P.” (NOTE: There is not a necessarily a right answer for this question. Just note that the object lesson is unsuccessful if the sand is placed in the jar first. So the real determination for them is “what does the sand represent?” In most cases this will be “Participation.” We cannot participate in things for which we have no understanding, and expect benefit. Prayer, praise, and proclamation bring understanding to our participation. So they should precede it.) Read Psalm 103:1 again. Take one of the completed jars from the object lesson and say, “This jar is still not full. (Have a small pitcher of water available, and pour as much water as you can into the jar as you speak.) To worship God completely is to do so to the full. It is the goal of the worshipper to fill his life with Christ.” Close the session by reading the verses below and praying.

■ Ephesians 3:14-21

■ ■ ■ ■ ■ Preparation Cont.

Ephesians 3:14-21

*“For this reason I bow my knees before the Father, from whom every family in heaven and on earth derives its name, that He would grant you, according to the riches of His glory, to be strengthened with power through His Spirit in the inner man, so that Christ may dwell in your hearts through faith; and that you, being rooted and grounded in love, may be able to comprehend with all the saints what is the breadth and length and height and depth, and to know the love of Christ which surpasses knowledge, that you may be FILLED up to all the fullness of God. Now to Him who is able to do far more abundantly beyond all that we ask or think, according to the power that works within us, to Him be the glory in the church and in Christ Jesus to all generations forever and ever. Amen.” (NASB)*



twenty-two

**Discipline:**  
WORSHIP  
**Verse:** PSALM 103:!  
**Purpose:** TO LEAD STUDENTS TO UNDERSTAND THE CONCEPT OF WORSHIPPING GOD WITH “ALL THAT IS WITHIN THEM.”



## PRAYER

James 5:16  
Philippians 4:6-7  
1 Thessalonians 5:17

1 2 3 4 5

## PRAISE

Exodus 15:2  
Psalm 9:2  
Psalm 63:3-5

1 2 3 4 5

## PROCLAMATION

Colossians 3:16  
2 Timothy 4:1-2  
1 Corinthians 1:22-24

1 2 3 4 5

## PARTICIPATION

Communion - Luke 22:19-20  
Giving - 2 Corinthians 9:7  
Serving - Mark 9:35

1 2 3 4 5

# THE 4 P'S OF WORSHIP

A complete devotion to God reflects a commitment to the 4 P's of worship.

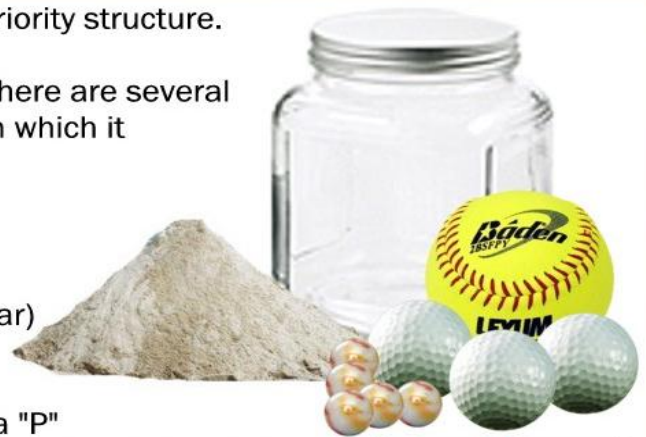
Look up and read the verses under each "P" and then evaluate your level of devotion to Jesus. Is there an area of your life which is not completely devoted to Him?

Rate your level of devotion to Him in each of the 4 areas by using the 1 - 5 scale under each "P." (1 means "Not devoted to Him" and 5 means "Completely devoted to Him.")

The 4 P's are all important, but they also have a priority structure. This object lesson is an illustration of that fact. Your objective is to get all the objects in the jar. There are several ways in which this can be done, but at least one in which it cannot be done.

Your assignment:

- 1 Find the way it is BEST done. (This will be determined by how much room is left in the jar)
- 2 Find the way this CANNOT be done.
- 3 From what you learned in the scripture exercise and from this object lesson, assign a "P" to each of the items you placed in the jar, illustrating their priority.



SOFTBALL = \_\_\_\_\_

MARBLES = \_\_\_\_\_

GOLF BALLS = \_\_\_\_\_

SAND = \_\_\_\_\_

<b>P's</b>
Prayer
Praise
Proclamation
Participation

## ■ ■ ■ ■ ■ Preparation

■ Enlist four adult workers to carry out this session. There will be an exercise leader who will lead the whole group in “wacky calisthenics”. Then, there will be three station leaders who each teach the small groups a personal evangelism method. To begin, the whole group will do exercises together.

■ Split the group into three small groups and learn a different method. All will come back together for exercises and then each group will go to a new station to learn a new method, and so on.

■ Make enough copies of the **Evangelism Methods** handout for your entire group. Ensure that each group leader is familiar with the evangelism method that will be taught at their station (see *handout*). One will teach the “Romans Road”. One will teach “One-Verse Evangelism”. One will teach “The Gospel Basics.”

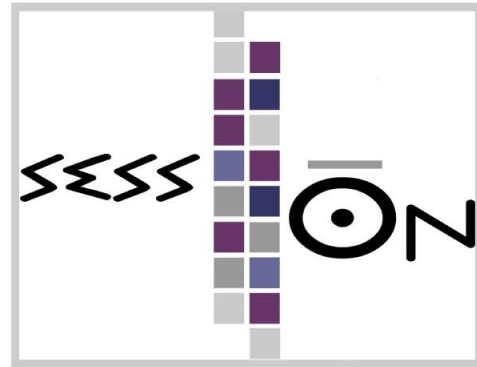
■ Make enough copies of the **One Verse Evangelism** handout for your group

## ■ ■ ■ ■ ■ Session Teaching Plan— 7 steps

■ **Step One – 5 min.** Ask a volunteer to read Philimon 6 aloud to the group. Then ask the students what sticks out to them about the verse. Emphasize that God calls us to be active in sharing our faith. So it’s no accident that we will take part in some group calisthenics to remind us to be active as we learn to share our faith. Have your exercise leader lead the students in some exercises (jumping jacks, push-ups, sit-ups, etc...).

■ **Step Two – 15 min.** Break the students into three groups and give them the **Evangelism Methods** and **One Verse Evangelism** handouts before they go to their stations. Send each group to a different station. If you can use three separate rooms, that would be preferable, but not necessary. Each leader will then teach the group how to carry out a personal evangelism method with a non-Christian. After going over the steps, the leader should break the students into pairs so that one person can practice sharing their faith using the evangelism method with another student who will pretend to be a non-Christian.

■ **Step Three – 5 min.** Bring the students back for



twenty-three

**Discipline:**

ΕΒΑΝΓΕΛΙΣΜ

**Verse:** PHILEMON 6; ROMANS 3:23;  
6:23; 5:8; 10:9-10; 10:13

**Purpose:** TO TEACH STUDENTS  
THREE RELATIONAL PERSONAL  
ΕΒΑΝΓΕΛΙΣΜ ΜΕΘΟΔΟΣ AND GIVE  
THEM ΕΞΠΕΡΙΕΝΣΕ USING EACH  
ΜΕΘΟΔΟ.

round two of exercises. Make the exercises different from the first round.

■ **Step Four – 15 min.** Send the small groups to a new station to learn another evangelism method. Once again, have them practice on each other.

■ **Step Five – 5 min.** Bring the whole group back for round three of exercises.

■ **Step Six – 10 min.** Send them back to their final station to learn the third evangelism method.

■ **Step Seven – 5 min.** Conclude your time by challenging the students once again to be active in sharing their faith. Remind them that their personal testimony of faith in Jesus is an important part of the process, as well as consistent godly living. Ask a student to close your time in prayer.

# EVANGELISM METHODS

*There are many different ways a person can tell someone about Jesus. The key thing to remember is that it doesn't really matter which method you use to share. In other words, it's not how you share that is most important, but that you share. The best method of evangelism is the one you actually use. Below are three different tools you can use to keep you on track as you share your faith with others.*

## **ROMAN ROAD**

*\*Preparation*: The key to the Roman Road is to mark your Bible or memorize where to turn so that you can have the person you are sharing with read the verses personally.

*\*Pulling it Off*: Simply take the person through the following verses of Scripture and discuss with them what they mean. Romans 3:23; 6:23; 5:8; 10:9-10; 10:13. It's important that we do it in the right order to help them get the meaning chronologically speaking. Simply show them what the Word of God says and let God use it in their lives.

## **ONE-VERSE EVANGELISM**

*\*Preparation*: The only preparation to this method is to learn how to draw a simple diagram that helps you walk a person through this verse. See the enclosed diagram to learn how to draw this picture.

*\*Pulling it Off*: Show the person with the diagram that human beings are stuck on the mountain that is defined by wages, sin, and death. God, however, is on the other side of the cliff with His gift of eternal life. There is no way for a human being to get across the gulf. So then we direct the person to the verse and ask them how we get the gift of God. The answer is "through Jesus Christ our Lord." So then we draw a cross on the diagram that bridges the gap between us and God and also gives us a way to walk across the gulf so that we can escape spiritual death and experience God's eternal life. We then explain that Jesus died for our sins so that we could know God and we must exchange our life for His life in order to know Him. It may be helpful to refer to the Roman Road at this point or some other tool for more instruction.

## **THE GOSPEL BASICS**

*\*Preparation*: Memorize the basics of the gospel, which ring true regardless of the method or tool you may want to use.

*\*Pulling it Off*: It doesn't matter what the method is, the basics of the gospel will always be the same. Now we simply share the following four principles and have them read the verses for each one.

1. God's Plan – God desires to know us and to save us from our sin and ourselves.  
--1 Tim. 2:4; 2 Pet. 3:9
2. Our Need – We are sinners and do not have the ability to save ourselves. In short, we could never earn our way to God or into heaven.  
--Rom. 3:23; Is. 64:6
3. God's Provision – God provided His Son, Jesus, to pay the price for our sin on the cross.  
--Rom. 5:8; Eph. 2:8-10
4. Our Response – The only appropriate response is repentance of our sin and faith in Jesus Christ as our only hope.  
--John 3:16; Eph. 2:8-10; Mark 1:15

## **WARNING!**

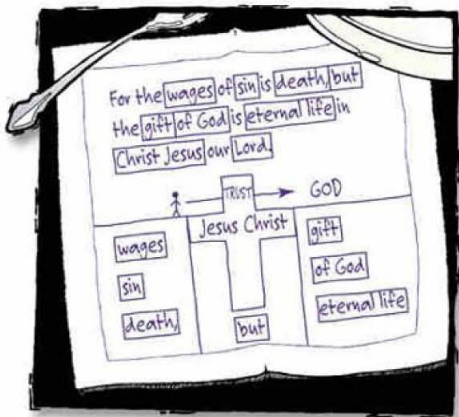
*We never reduce the gospel to a prayer or a formula. In fact, it's not even a one-time decision, such as praying a prayer or walking an aisle. It is the surrendering of our lives to the person of Jesus Christ. It is nothing short of repentance and faith in action. Sometimes we want to see a person "make a decision" and we may rush or hurry them. Instead, we should present God's truth and encourage them to trust Him.*



# ONE VERSE EVANGELISM

How to Share Christ's Love Conversationally & Visually

By Randy D. Raysbrook



Write out Romans 6:23 on a piece of paper or a napkin: "For the wages of sin is death, but the gift of God is eternal life in Christ Jesus our Lord".

wages

How would you feel if your boss refused to pay you the wages that were due to you? Deep down, we all know that it is only right that we get what we deserve. Similarly, we earn wages from God for how we have lived our lives.

sin

You might explain that sin is both an attitude than an action. It can be either actively fighting God or merely excluding Him from our lives. You can ask, "Has God ever seemed far away?" If he says "Yes," add that that's one of the things sin does-it makes God seem far away. Now draw two opposing cliffs with a gap in between.

death,

Explain that death in the Bible always means some kind of separation.

but

While circling this word, mention that it is important because it means that a sharp contrast in thought is coming. What we have just looked at is bad news; what follows is good news.

gift

Ask, "If wages are what a person earns, then what is a gift?" Remind your friend that someone must purchase every gift.

of God

The gift we are talking about is free. It is from God Himself. It's so special that no one else can give it.

eternal life

How would you define these words? Contrast one side of the cliff (death) with the other side (eternal life). What is the opposite of separation from God?

Christ Jesus

Draw these words so they create a bridge between the two cliffs. Help your friend to consider that every gift has a giver, and only Jesus Christ can give the gift of eternal life.

TRUST

Write this word over the bridge you just drew. What are we trusting for our salvation? What do we rely on? God asks us to trust Him for everything in life, including our eternity.

## ■ ■ ■ ■ ■ Preparation

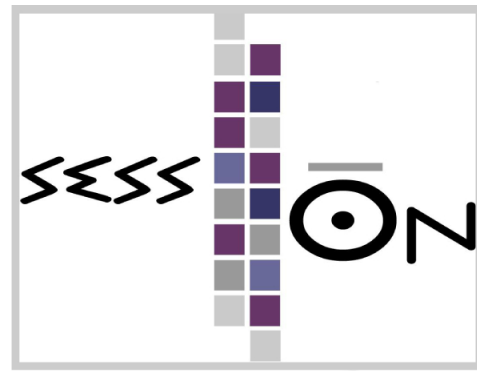
■ Today's lesson will involve both large group and small group time. The major activity today will require students to get alone in a time of prayer. Do your best to remove all distractions in your meeting room and with your students.

■ Secure a copy of Youth Specialties' book "Would You Rather". Pick several questions from the book that you would like to ask your students. If you do not have a copy of the book, several random questions have been provided for you.

■ Print out the **Conversations** Handout for each person. The handout consists of several passages of Scripture. From each passage a corresponding question is asked. Students will be responding to these questions through prayer.

■ Students will need access to their Bibles, so have a few extra available. Make sure you have plenty pencils or pens for your students in case they would like to write down their prayers.

■ Secure a dry erase board or poster board for your large group discussion time at the end of the session.



twenty-four

**Discipline:**  
PRAYER

**Verses:** VARIOUS

**Purpose:** TO DEMONSTRATE  
THAT PRAYER CAN ALSO BE A  
SERIES OF CONVERSATIONS  
THROUGH WHAT GOD  
HAS ALREADY  
SAID IN HIS WORD.

## ■ ■ ■ ■ ■ Session Teaching Plan— 4 steps

■ **Step One – 15 min.** Begin introducing today's lesson by asking random questions from the "Would You Rather" book. If possible, start with some pretty wild questions but transition into more serious questions. Try to get your students to explain their answers. Below are some questions provided:

- Would you rather go a week without brushing your teeth or without taking a shower?
- Would you rather eat Oreos without milk or cake without frosting?
- Would you rather do something you hate and make \$100,000 a year or something you enjoy and make \$25,000 a year?
- Would you rather be unable to use your arms or your legs?
- Would you rather live in intense pain for the rest of your life or die within a year with no pain at all?
- Would you rather be remembered as someone who was funny or someone who was incredibly wise?
- Would you rather know when you were going to die or die unexpectedly?
- **Would you rather only be able to talk to God or only hear from God?**

■ Say: "The great thing about our relationship with God is that we can do both. That's what prayer is for and that's what our lesson is going to be about today."

■ **Step Two – 30 min.** Explain to the students what they will be doing in today's lesson. Say: "Today we are going to be spending some time in prayer. Prayer can be as simple as having a conversation with God. What we often do not realize is that God has already started the conversation with us through His Word and He is waiting for us to respond back to His questions of us." Pass out the **Conversations** Handout to each student and encourage them to go to spot in the room where they can be alone and be removed from all distractions. Encourage them to turn their cell phones off if you need to. Say: "Your handout has several passages of scripture listed on it. Open your Bibles read them carefully. After you read each passage of scripture respond to the question God is asking of you. Whether in your mind or in writing, feel free to respond to God as if you were having a conversation with Him."

## ■ ■ ■ ■ ■ Session Teaching Plan cont.

■ **.Step Three – 15 min.** After everyone has had adequate time in a conversational prayer with God, have all the students come back together for a large group time of discussion. Have students gather back together as a large group. Ask the following questions...

○ *What was the toughest question asked of you on the handout?*

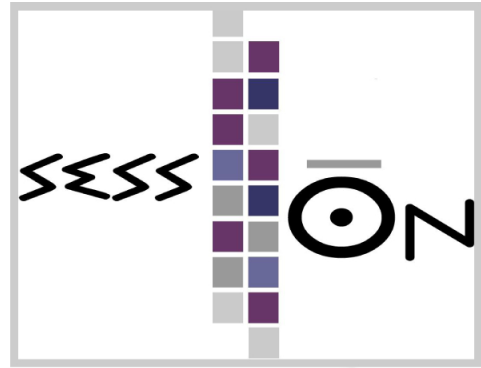
○ *What made that question so difficult?*

○

✦ For the final question write their responses on your dry erase board or poster board and use them as a spark for further discussion. After the discussion close your time in prayer.

✦ Final Question: What questions would you ask of God?

■ **Step Four – OPTIONAL...**After the session is over and everyone is dismissed keep a record of all the questions that were asked. In the future, do some research in how the Bible would address these questions and use that research as teaching material for your students.



twenty-four

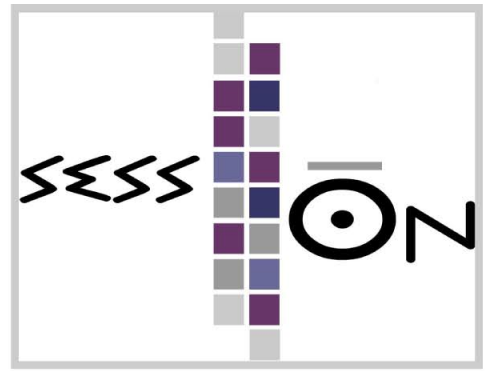
**Discipline:**  
PRAYER

**Verses:** VARIOUS

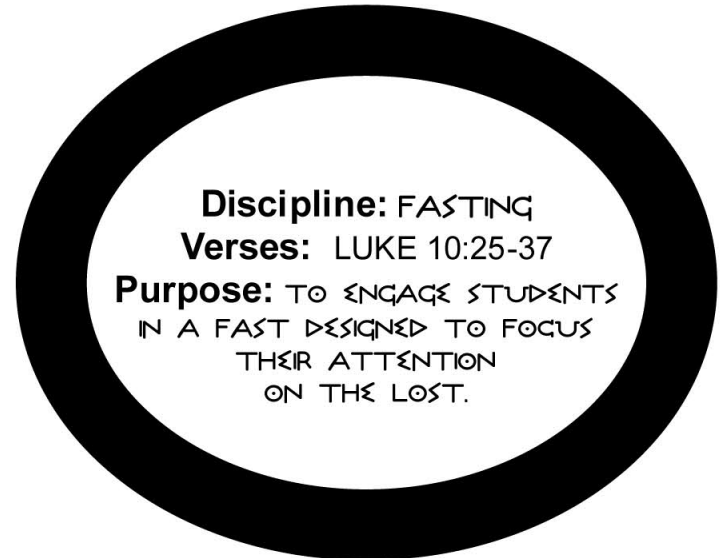
**Purpose:** TO DEMONSTRATE  
THAT PRAYER CAN ALSO BE A  
SERIES OF CONVERSATIONS  
THROUGH WHAT GOD  
HAS ALREADY  
SAID IN HIS WORD.

## ■ ■ ■ ■ ■ Preparation

- Print the info sheet for “Mafia” and make preparations to play the game. Materials needed to play the game are listed on the info sheet.
- Secure enough Fasting Sign-up Sheets for your group.
- Print off enough of the “Some Facts...” handout for all of your students.



twenty-five



## ■ ■ ■ ■ ■ Session Teaching Plan—4 steps

**Step One - 30 min.** Say, “Today we are going to play a game that many of you might already have played before. We are going to play it to help us see the need to tell our friends about Christ.” Play Mafia.

**Step Two - 20 min.** Bring everyone together and spend a few minutes talking about the game. Ask: “What was different about this game? What did you think when you woke up to find someone had died? If you were the Doctor, did it make you feel good to wake up and the person you saved lived? How about when you didn’t save someone? Did you think it was fair that nobody was able to keep from dying in the night except the mafia? What was the hardest part of the game? Mafia members how did you feel when you had to lie to stay in the game?” After you have discussed the game for a few minutes, have students open their Bibles to Luke 10:25-37. Read the story of the Good Samaritan aloud to the students. Discuss with them which one of these three people do they look like to their friends? Are they the first, too busy to have anything to do with the lost? Are they the second, too “spiritual” to have anything to do with the lost? Or are they the third? Say “our goal as Followers of Christ should be to know Christ and to make Him

known. We need desperately to be like the third person. We need to remember that Christ came to serve others, not to be served. Say “Here are some facts about American teenagers that should help change our perspective.”

**Step Three - 5 min.** Distribute the “Some Facts” handouts to students. Read them out loud as they follow along. Ask “Do these facts scare you? Do they make you want to share your faith more? Do they help/hurt your view on your lost friends?”

**Step Four – 5 min.** Explain to students that this week we are asking them to fast from food an entire day for their lost friends. Pass the Fasting Sign-up Sheet around. Ask students to pray about this commitment before they sign it. Make sure they understand the commitment they are making. End this session in prayer.

# MAFIA

## GOAL

There are two groups of people, mafia members & townspeople. The goal is for the mafia to win or for the townspeople to win.

## LENGTH OF GAME

This game is designed to be played within 30 minutes by any sized group. (If your group takes less time consider playing it twice.)

## PREPARING TO PLAY THE GAME

You will need several decks of cards for this game.

You will need 1 deck per group. Your group sizes should be around 10-15.

In the game the cards are as follows:

- o Ace = Mafia
- o King = Doctor
- o Numerical Cards = Townspeople.

The only cards you need are Aces for the mafia, 1 King for the doctor, and enough Number cards for the townspeople. For each group take out the designated cards so that you have the right amount to deal.

The formula for number of mafia is as follows: Two mafia members per eight people. So if you have a group of 20 then you should have 4 mafia members, 1 doctor, & 15 townspeople.

## THE GAME

### **The Deal.**

One player is selected each round to be the moderator. The moderator does not participate in the game as a player, but manages the game and remains absolutely neutral.

Fill up the dealing pile with civilians to the total number of people in the game. If more than twelve players are in the game, consider replacing one of the civilians with an extra mafia member. If ten or fewer players are playing, consider having only two mafia instead of three

The moderator will ascertain how many of each card to deal and will deal each player, face down, one card. Each player will look at his or her card to see whether he or she is mafia, a doctor, or a plain civilian. No one shall reveal his identity before the first day. No one shall ever show his card to anyone else while they are still alive.

### **The Play.**

Each turn consists of two phases. The first phase is night, the second phase is day. The moderator shall announce when each phase is occurring.

### **Night.**

At the beginning of the game, and at the beginning of each subsequent turn, the moderator shall announce nightfall. All players (but not the moderator) shall close their eyes (and no peeking is allowed). The moderator should take pains not to speak in any particular direction lest he give out information as to the identity of the mafia or doctor. The night phase is divided into two parts:

The moderator shall announce "Mafia awake." The mafia, and only the mafia, shall open their eyes. The mafia may kill one person per night. They shall decide amongst themselves by means of hand gestures who should be killed. They shall communicate to the moderator by means of pointing. The moderator, once he understands who is to be killed, shall announce "Mafia asleep." and the mafia shall close their eyes.

The moderator shall announce "Doctor awake." The moderator shall ask "Who do you want to save?" The doctor should point to one person, and the moderator shall indicate by nodding or shaking of head whether that person was going to be killed. If that person was going to be killed the doctor has saved their life. The moderator shall then ask the doctor to sleep.

### **Day.**

After this is done, the moderator shall ask everyone to wake up. Before anyone speaks, the moderator identifies who (if anyone) was killed in the night. If someone is killed, he may not speak at all for the duration of the game, or in any other way communicate with the living. He may keep his eyes open at all times.

At this point, the remaining survivors may vote to convict someone of being mafia. The survivors may freely discuss the situation. Lying is permissible, and, for instance, a mafia member may claim to be the doctor for the sake of having someone (non-mafia) convicted of being mafia. No player, though, under any circumstances, may display their card to another player, unless the player turning his card over is dead. The moderator, after allowing for a period of discussion shall ask for accusations. Any player may accuse any other player of being mafia. If an accusation is lodged, the accuser shall be allowed to explain the reason for his accusation. Then, the moderator shall ask for a second. If the motion is seconded, then the accused shall be allowed to state a defense. Other players may comment briefly on one side or the other. Then, the moderator shall take a vote. If a majority of the surviving members vote to convict, they have been put to death and may no longer participate in the game. If there is no majority in favor of conviction, the accused is acquitted and may not be accused again in the same turn. The day ends when someone has been convicted and killed. At the end of the day, the moderator shall terminate discussion immediately. Then, night falls and the moderator shall ask everyone to close his eyes.

### **Winning.**

The game shall be won by the mafia if there are no more civilians left, or if the number of civilians left is less than or equal to the number of mafia left, in which case the civilians will never be able to muster a majority to kill a member of the Mafia. The civilians win if all of the mafia are convicted and killed.



# SOME FACTS...

69% of American teenagers ages 12-19 strongly agree with the statement: "I believe heaven exists"

15% of American teenagers ages 12-19 invited people to their church's activities in the last 30 days

24% of American teenagers ages 12-19 told a friend about their religious beliefs in the last 30 days

14% of American teenagers ages 12-19 read the Bible regularly in the last 30 days

23% of American teenagers ages 12-19 participated in a church youth group social activity in the last 30 days

20% of American teenagers ages 12-19 attended Sunday school in the last 30 days

24% of Christian teens said they had told a friend about their religious beliefs in the last 30 days

15% of Christian teens had invited someone to a church activity in the last 30 days

26% of teenagers don't know if heaven is in their future

4% of teenagers strongly agree with the statement, "I don't care if I go to heaven."







# The Conversation Handout



You are about to begin a conversation with God. Although it might seem as though it is a one-sided conversation, in reality, it actually has already started. God has already initiated this conversation with you through Scripture and He is waiting on your response. Read each passage of Scripture and take the time to respond to the corresponding question through a time of prayer. Don't feel as though you need to answer the question specifically but certainly respond to Him as your God! Feel free to talk to God or write down your prayer to Him. Don't rush, you've got plenty of time!

## **Read Matthew 16:13-16**

God: "Who Do You Say that I am?"

---

---

---

---

## **Read Genesis 3:1-9**

God: "Adam & Eve left what was good for what was sinful. Where have you been?"

---

---

---

---

## **Read John 1:35-38**

God: "I ask you the same thing I asked of my first disciples, What do you want of me?"

---

---

---

---

## **Read Genesis 22:1-2**

God: "Abraham was willing to give up his son for me, What am I worth to you?"

---

---

---

---



# The Conversation Handout



## **Read Malachi 1:6-13**

God: "Israel thought it was enough to give their second best to me. I am the Lord God! Why should I believe you've been giving me your very best?"

---

---

---

---

## **Read Isaiah 58**

God: "Israel thought it's worship of me was acceptable. Their worship was not true worship because in the end they worshiped themselves. Is there anything you need to make up to me?"

---

---

---

---

## **Read Romans 5:8, 8:38-39, 1 John 4:9-10**

God: "I've given everything for you. What else can I do to convince you of my love?"

---

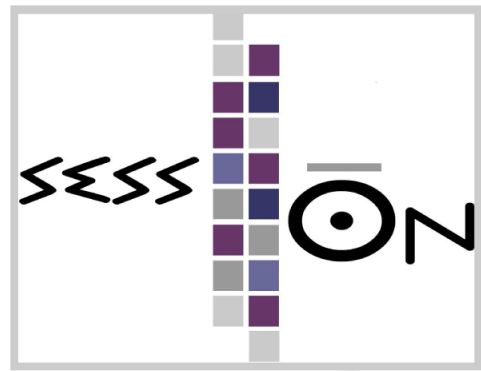
---

---

---

## ■ ■ ■ ■ ■ Preparation

- Print off all of the pictures provided and placing them on the walls of your meeting space.
- Print off “The Words of Ezekiel” student worksheet. Look over so that you have a good understanding of it and how it works. Then print enough for every student/participant to have one.
- Type the six words or phrases used in the worksheet (also found in the Ezekiel passage). Then cut out each word and paper clip into packets. Have enough packets of words for each group of 3 that you will have. It will help if you make each packet of words a different color.
- Provide pens or pencils for each student to fill out worksheet and jot down thoughts.
- Provide several different dictionaries for students to use to look up the definitions of words found on the worksheet.



twenty-six

**Discipline:**  
SCRIPTURE MEMORY  
**Verses:** EZEKIEL 16:49-50  
**Purpose:** TO ENGAGE  
STUDENTS IN THE DISCIPLINE  
OF SCRIPTURE MEMORY

## ■ ■ ■ ■ ■ Session Teaching Plan— 4 steps

- **Step One – 10 min.** As students arrive ask them to get into groups of 3 or 4. After students are into their groups, give one packet of words to each group. Then say, “We are going to begin by playing a little game. I am going to give you 2 minutes to work as a group to match each word, in you packet, with a picture on the wall.” You may want to give a prize to the winning team (candy works great). After the game is over, ask groups to share why they chose to match their words up with certain pictures.
- **Step Two – 30 min.** Next, distribute “The Words of Ezekiel” student worksheet. Have a student stand and read Ezekiel 16:49-50. Then say, “Now, still working a group, complete this work sheet.” Be sure to mention the dictionaries, as this will be a big help in completing the worksheet. Give students about 25 minutes. Then bring everybody back together to discuss their answers.
- **Step Three – 10 min.** Ask groups to share and explain their definitions of the words on the student worksheet. Then ask, “So, why is this passage in Ezekiel 16:49-50 and important verse to remember or memorize? Or do you think that it isn’t important?”
- **Step Four – 10 min.** Lastly, instruct the students to get back into their groups and spend the last 10 minutes of your time memorize and reciting there verses to each other. Then call “time” and have students close in prayer as groups.

ARRROGANT

HAUGHTY

OVERFED

INFLECTIVE

UNCONDERNED

Q  
I  
E  
T  
S  
E  
T  
D  
D

S  
C  
S  
H  
T

E  
E  
E

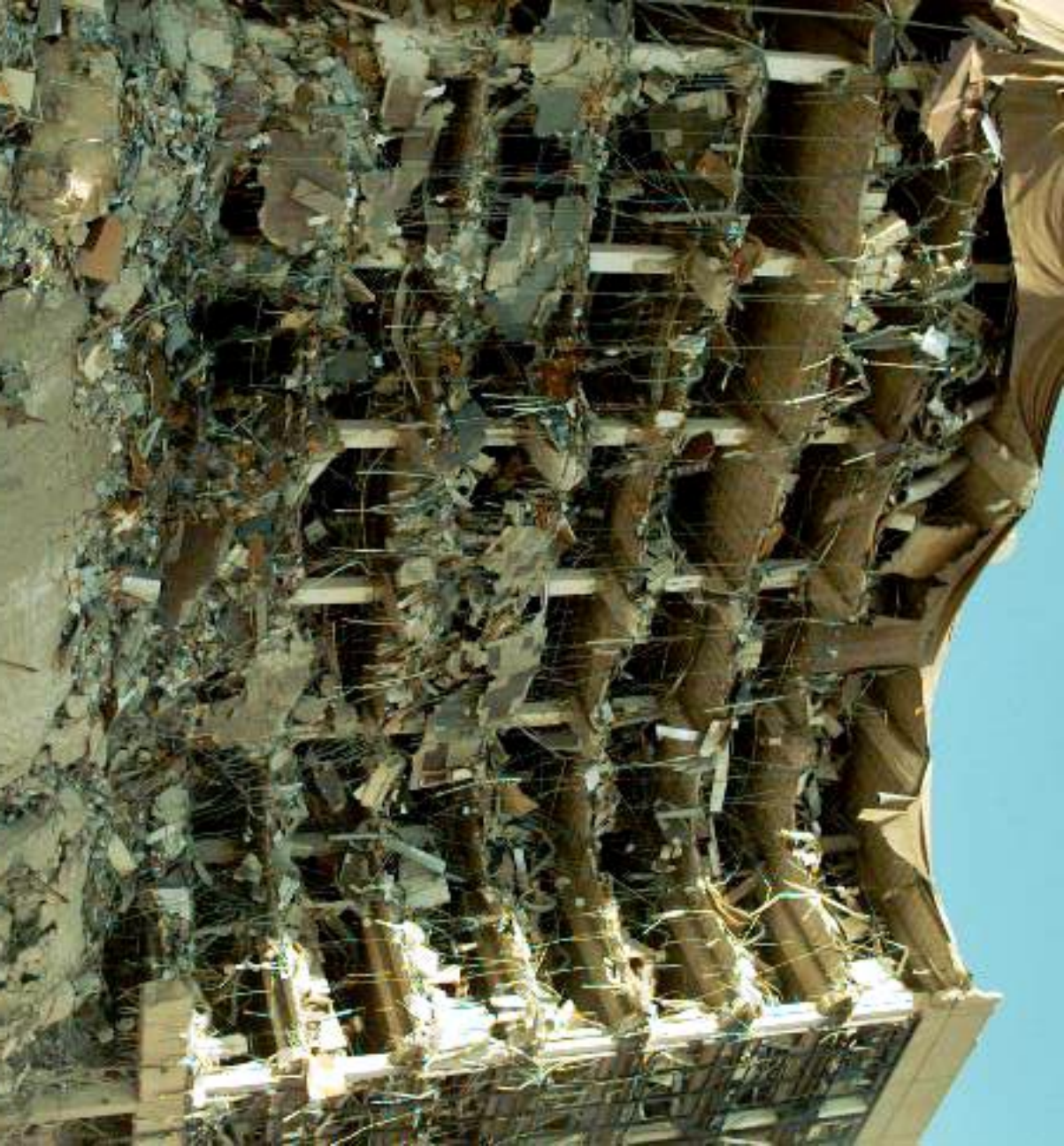
































# THE WORDS OF EZEKIEL

Begin by looking up  
Ezekiel 16:49-50.

WHAT DO THE FOLLOWING WORDS MEAN, THAT ARE FOUND IN EZEKIEL 16:49-50? GIVE BOTH THE TRUE DEFINITION AND THE DEFINITION IN YOUR OWN WORDS. YOU MAY ALSO WANT TO WRITE DOWN ANY OTHER VERSES OR PASSAGES THAT COME TO MIND, CONCERNING EACH WORD OR PHRASE.

**ARROGANT-**

**OVERFED -**

**UNCONCERNED -**

**INACTIVE/UNMOVED -**

**HAUGHTY -**

**DID DETESTABLE THINGS -**

Now end by finding a partner and  
memorizing Ezekiel 16:49-50 together.

**“Now this was the sin of your sister Sodom: She and her daughters were arrogant, overfed, and unconcerned; they did not help the poor and the needy. They were haughty and did detestable things before me. Therefore I did away with them as you have seen.”**

**- Ezekiel 16:49-50 -**

Why is it important to remember or memorize this verse?

## ■ ■ ■ ■ ■ Preparation

- You'll need to secure each of the following items for each of the groups (4-5 students per group):
- 1 – Shoe box (The shoe box will be used as the container for the other skit props. It will also be used as a prop itself.)
- 1 – Tennis ball
- 1 – Can of Play-Doh
- 2 – Neckties
- 1 – Pocket New Testament
- 1 – Deck of playing cards
- 1 – Mouse trap
- 1 – Small extension cord
- 1 – Scripture verse for the skit theme (see Skit Theme Scripture Verses below)

- Print a copy of the “Skit Theme Scripture Verses.” Cut apart and place one in each of the shoe boxes.

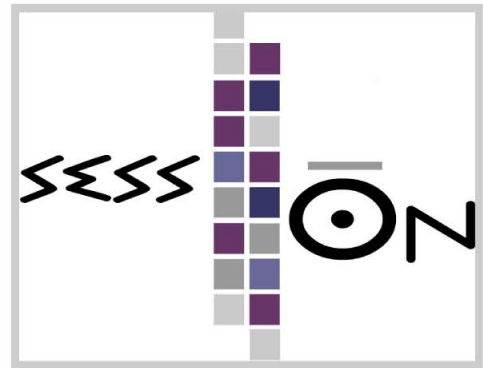
- Enlist a few adults to serve as skit judges. Have these adults judge the skits and then award a prize to the winning skit group. Print off enough “Skit Judges Score Cards” for each judge to have one for each skit. The prize will be up to you. We suggest you make it something evangelistic in nature, such as: Pocket New Testaments, Evangelistic Tracks, Backpack Decals, etc.

## ■ ■ ■ ■ ■ Session Teaching Plan— 3 steps

■ **Step One – 10 minutes** Gather students together and read Romans 1:16. Explain to students that there is power in the Gospel message. Say, “Today we will break into groups and plan and perform shoe box skits that illustrate the power of the Gospel. Your group will be given a shoe box containing various items. You must use all of them as props in your skit, including the box itself. Inside the box you will also find a verse of scripture which will serve as your theme verse. Your skit will be judged on three criteria and there will be prizes awarded to the winning skit group. These three criteria are: how well the skit illustrates the theme verse; how well the skit demonstrates the power of the Gospel in a life; and overall creativity. You will have 30 minutes to plan your skit.”

■ **Step Two – 30 minutes** Divide students into groups and give each group their shoe box. Call students back together at the end of this time.

■ **Step Three – 20 minutes** Have students perform their skits. Have the judges render their decision and award prizes. Ask a student or two to share their personal testimonies of coming to Christ. (You may want to pre-enlist these students) Read Romans 1:16



twenty-seven

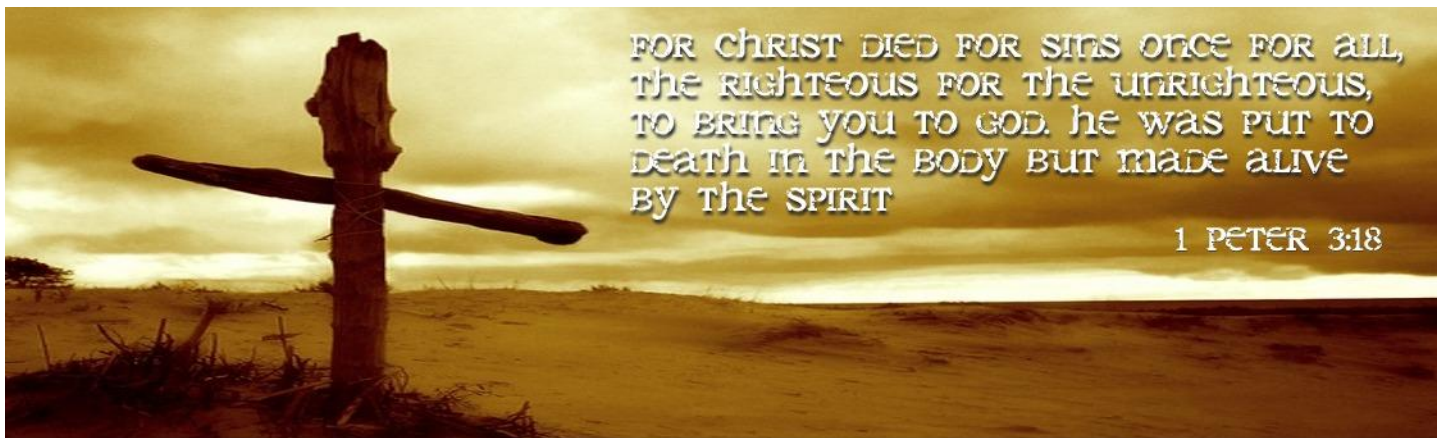
### Discipline:

ΕΥΑΓΓΕΛΙΣΜ

Verse: ROMANS 1:16

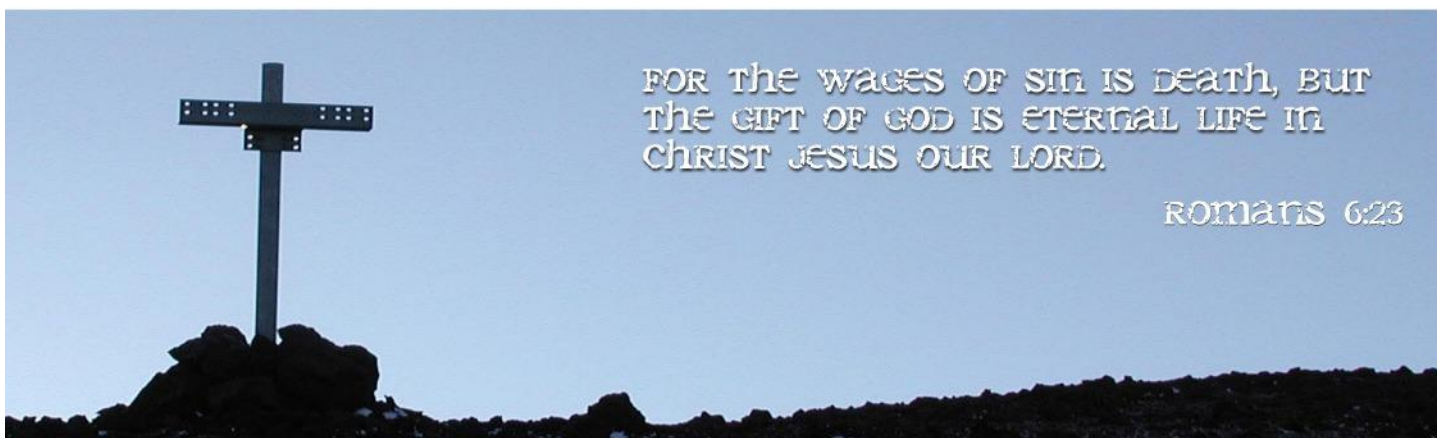
Purpose: TO CREATIVELY ENGAGE STUDENTS IN SKITS THAT WILL HELP THEM UNDERSTAND THE POWER OF THE GOSPEL MESSAGE

again and encourage students to look for opportunities this week to share the Gospel at school or at home. End in prayer.



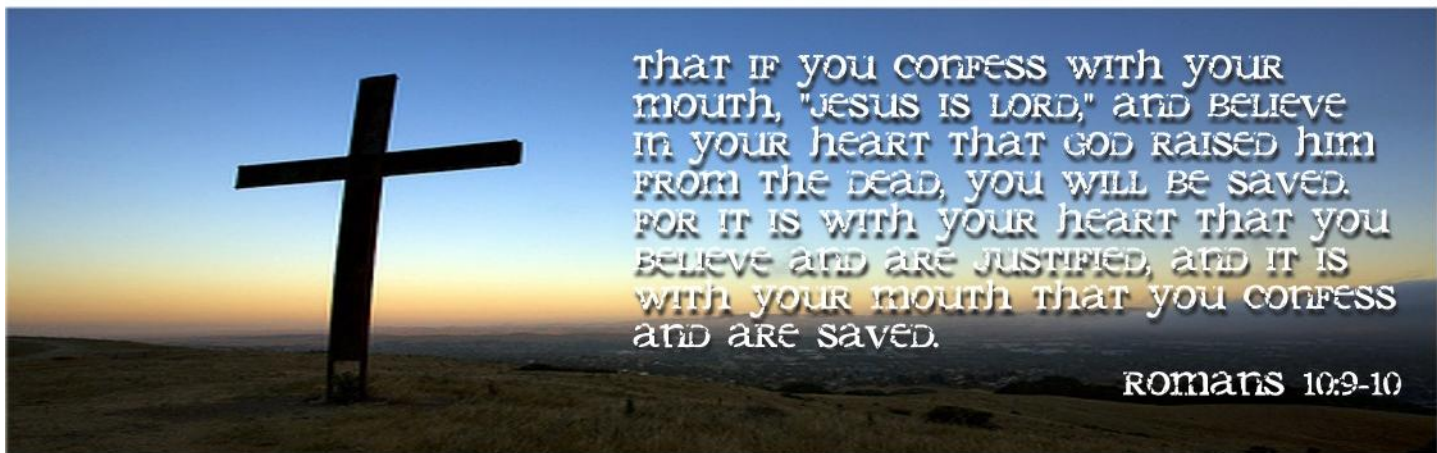
FOR CHRIST DIED FOR SINS ONCE FOR ALL,  
THE RIGHTEOUS FOR THE UNRIGHTEOUS,  
TO BRING YOU TO GOD. HE WAS PUT TO  
DEATH IN THE BODY BUT MADE ALIVE  
BY THE SPIRIT

1 PETER 3:18



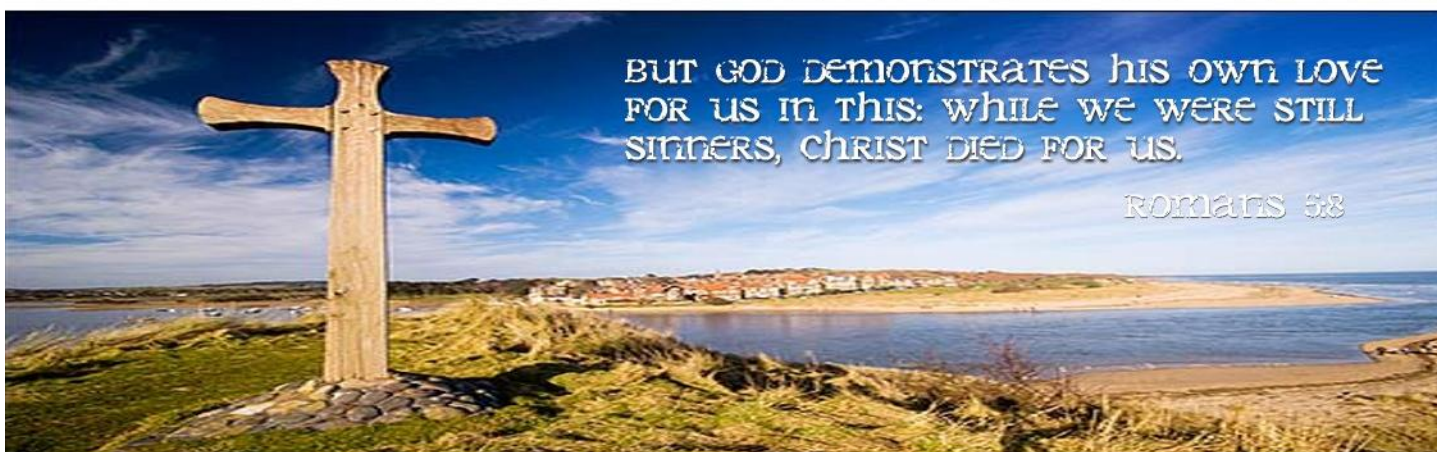
FOR THE WAGES OF SIN IS DEATH, BUT  
THE GIFT OF GOD IS ETERNAL LIFE IN  
CHRIST JESUS OUR LORD.

ROMANS 6:23



THAT IF YOU CONFESS WITH YOUR  
MOUTH, "JESUS IS LORD," AND BELIEVE  
IN YOUR HEART THAT GOD RAISED HIM  
FROM THE DEAD, YOU WILL BE SAVED.  
FOR IT IS WITH YOUR HEART THAT YOU  
BELIEVE AND ARE JUSTIFIED, AND IT IS  
WITH YOUR MOUTH THAT YOU CONFESS  
AND ARE SAVED.

ROMANS 10:9-10



BUT GOD DEMONSTRATES HIS OWN LOVE  
FOR US IN THIS: WHILE WE WERE STILL  
SINNERS, CHRIST DIED FOR US.

ROMANS 5:8



**Theme Verse Interpretation** 1 2 3 4 5 6 7 8 9 10  
 Poor Average Great

**Demonstrated the Power of the Gospel** 1 2 3 4 5 6 7 8 9 10  
 Poor Average Great

**Overall Creativity** 1 2 3 4 5 6 7 8 9 10  
 Poor Average Great

---



**Theme Verse Interpretation** 1 2 3 4 5 6 7 8 9 10  
 Poor Average Great

**Demonstrated the Power of the Gospel** 1 2 3 4 5 6 7 8 9 10  
 Poor Average Great

**Overall Creativity** 1 2 3 4 5 6 7 8 9 10  
 Poor Average Great

---



**Theme Verse Interpretation** 1 2 3 4 5 6 7 8 9 10  
 Poor Average Great

**Demonstrated the Power of the Gospel** 1 2 3 4 5 6 7 8 9 10  
 Poor Average Great

**Overall Creativity** 1 2 3 4 5 6 7 8 9 10  
 Poor Average Great

---



**Theme Verse Interpretation** 1 2 3 4 5 6 7 8 9 10  
 Poor Average Great

**Demonstrated the Power of the Gospel** 1 2 3 4 5 6 7 8 9 10  
 Poor Average Great

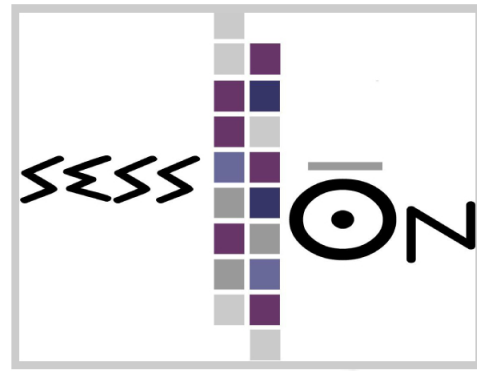
**Overall Creativity** 1 2 3 4 5 6 7 8 9 10  
 Poor Average Great

## ■ ■ ■ ■ ■ Preparation

■ This may sound like a “no-brainer”, but this would be a great session (as all sessions would be) to spend some serious time in prayer by the leadership before this session begins. If hurts come to the surface, you will want to really be prayed up to be able to discern the Holy Spirit’s direction.

**.NOTE:** *This session needs to be led with sensitivity due to the variance of family situations.*

- This will be a good session to have tables set up.
- Print enough copies of “Song To My Parents” lyrics so every student has a copy.
- Secure an audio copy of Keith Green’s song “Letter To My Parents” (available on iTunes) and some way to play it so all can hear as they follow along with the words on the lyric sheets.
- Each student will need a pencil or pen and Bible .
- Each student will need one or two pieces of paper (big enough to write a prayer for their parents).



**twenty-eight**

**Discipline:**  
**PRAYER**

**Verses:** EXODUS 20:12;  
EPHESIANS 6:1-2; COL. 3:20

**Purpose:** TO CHALLENGE  
STUDENTS TO HONOR THEIR  
PARENTS AND  
PRAY FOR THEM.

## ■ ■ ■ ■ ■ Session Teaching Plan— 4 steps

■ **Step One - 20 min.** Beginning with the first student in a circle, or around the table assign each student (in order) one of the following verses (also in this order). **Ex. 20:12, Lev. 19:3, Duet. 5:16, Duet. 27:16, Prov. 17:6, Matt. 15:4, Matt. 30:17, Matt. 19:19, Mark 10:19, Luke 18:20, Col. 3:20, Ephesians 6:1-2 (although all commands should be obeyed for the Lord’s sake, Eph. 6:1-2 is the first command followed by a promise of special blessing for those who do obey)** For small groups, assign students multiple verses as their turn comes up again in the sequence. When all students have their verses ready, have the first student read the first verse and continue through the order. To enhance the effectiveness of this session have students read their verses in succession. Discuss the importance of repetition from Old Testament to New Testament. Ask students, “Is it ever difficult to obey and honor your parents, and if so, when?” (challenge students to be honest without being disrespectful in their answers). Please be ready to guide them away from “griping” about parents to learning how to obey and honor them, even if the parents don’t seem to be worthy of obedience.

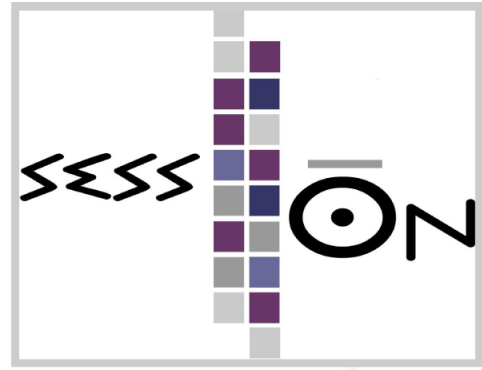
■ **Step Two – 15 min.** Give each student a copy of the “Letter To My Parents” lyric sheet. Challenge the students to circle or underline words/phrases that really jump out at them, or mean something special to them, as they follow along with the song. Play the song. Afterwards, challenge them to think about what they just heard. Discuss what words or phrases they marked and why.

■ **Step Three – 15 min.** Pass out paper to students. Ask students to write out a prayer for their parents. Challenge them to really pray about God’s direction as they write this prayer. [Personal Note: As I am preparing this lesson I’m reminded of years before my dad passed away, I had been praying for him to give his life to Jesus, and wrote out a prayer and taped it to the back of my Bible. Every time I opened that Bible up, the letter reminded me to pray for him, and that prayer is what I usually prayed.] You might share a similar story of your past or have some adult share or write about a similar experience in their past that might help the students focus on preparing their own prayer. Tell the students it may be a prayer for salvation (of course, if their parent doesn’t know the Lord), or better relationship with their children, or protection

■ ■ ■ ■ ■ **Session Teaching Plan cont.**

as they provide for and protect their children, or maybe just blessing as they continue raising their family. Encourage them to write separate prayers for each parent if appropriate. Of course, add that this may also apply to grandparents or guardians if the students have other adults in their lives. After they have finished, challenge them to pray those prayers quietly right there for those people.

■ **Step Four – 10 min.** Challenge the students to pray these prayers for their parents when they get home, and continue to pray for them. Encourage them to share in later sessions when they see God answer those prayers. If time permits, ask for prayer requests and pray to end session.



**twenty-eight**

A glowing lightbulb with a black oval overlay containing text. The lightbulb is the central focus, with a soft glow emanating from it. The oval is positioned in the upper right quadrant of the page, overlapping the lightbulb's glow. The text inside the oval is centered and reads:

**Discipline:**  
PRAYER  
**Verses:** EXODUS 20:12;  
EPHESIANS 6:1-2; COL. 3:20  
**Purpose:** TO CHALLENGE  
STUDENTS TO HONOR THEIR  
PARENTS AND  
PRAY FOR THEM.



## **Song To My Parents (by Keith Green)**

Copyright 1998 Sparrow Records

I need to say these things 'cause, I love you so  
And I'm sorry you get angry when I say that, you just don't know  
That there's a heaven waiting, for you and me  
I know it seems every time we talk, I'm only tryin' to just make you see

And it's only that I care  
I really only want  
Just to see you there

Please try and overlook my, my human side  
I know I'm such a bad example, and you know I'm so full of pride

But Jesus isn't like that, no He's perfect all the way  
I guess that's why we need Him, 'cause by ourselves, there's just no way

And it's only that I care, I really, really only just want to see you there  
To see you there

Close the doors, they're just not coming  
We sent the invitations out long, long, long, long time ago  
We're still gonna' have a wedding feast, big enough to feed them all  
The greatest people in the world just wouldn't come  
So now we'll just have to invite the small

And it's only that I care  
I really, really only want, just to see you there

Isn't that Jesus? Isn't it Joseph and Mary's Son?  
Well, didn't He grow up right here? He played with our children

What! He must be kidding. Thinks He's a prophet.  
Well, prophets don't grow up from little boys, do they?  
From little boys? Do they?

## ■ ■ ■ ■ ■ Preparation

■ This lesson involves the use of a PowerPoint presentation. You will need to secure a way to access and use this presentation. Please review this PowerPoint before the lesson. Handouts of the slides are included for your preparation.

This PowerPoint is available at:

<http://ds.bgco.org/docushare/dsweb/Get/Document-12948/price%20is%20right.ppt>

A sound clip for the presentation is available here:

<http://ds.bgco.org/docushare/dsweb/Get/Document-12949/Price%20Is%20Right.mp3>

■ Use costumes or props to create “The Price is Right” set. Based on the gameshow, dress up as the host or pass out nametags. Encourage students to be contestants.

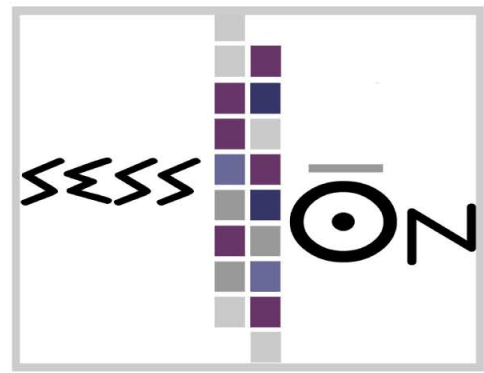
■ If a computer and projector are unavailable, print the slideshow out in the largest format you have available.

■ Secure a prize such for the winning contestant or group.

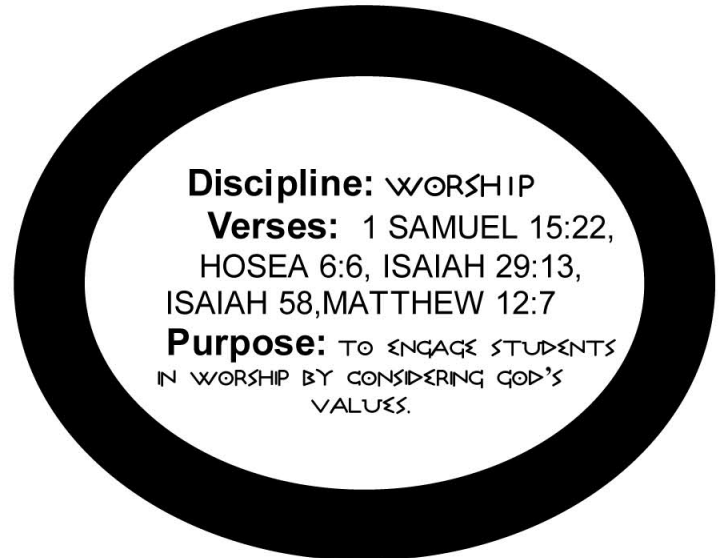
## ■ ■ ■ ■ ■ Session Teaching Plan—3 steps

■ **Step One - 20 min.** Have the music playing when students arrive, and begin the game show. Tell them they are going to play a game they might have seen on The Price is Right. Break your students into groups of 5-6 (depending on your size and resources you may be able to ask each student to study this alone). Put up the PowerPoint slideshow labeled Price Is Right or the pictures (whichever you use). Ask students which items would have a higher value. Keep score and give the winning team the bag of candy. The PowerPoint is divided into two sections. Stop the presentation when you get to the “?” slide.

■ **Step Three - 25 min.** Say, “From the game, we have learned that we place different values on materials. Tonight we are going to discuss some of the values God has placed on our lives and actions.” Assign a passage to each group, and read them out loud. Say, “Based on these Scriptures, let’s discuss which costs more”. Start the PowerPoint again, going through each slide. Ask students to choose which of the 2 comparable items on each slide has a greater value. Get responses from students. Ask if they can see in Scripture



twenty-nine



**Discipline:** WORSHIP

**Verses:** 1 SAMUEL 15:22,  
HOSEA 6:6, ISAIAH 29:13,  
ISAIAH 58, MATTHEW 12:7

**Purpose:** TO ENGAGE STUDENTS  
IN WORSHIP BY CONSIDERING GOD’S  
VALUES.

what God is asking about each slide. Ask them to use the Scriptures they have just read to help them determine what God asks for when comparing the items. Say “Worship involves regarding God for who He is and for His Ways. God desires for us to take on His ways of placing values on how we live and for what it means to abide in Him. What has God spoken to you about tonight?” Read one of the passages out loud again.

■ **Step Four - 5 min.** End the session in a song fitting for this lesson. Close your group out in prayer.



**WHICH COSTS MORE?**



**WHICH COSTS MORE?**



\$0.30



\$0.50

**WHICH COSTS MORE?**



**WHICH COSTS MORE?**



\$12.99



\$7.99

**WHICH COSTS MORE?**



SKYDIVING LESSONS



COACH® WALLET

# WHICH COSTS MORE?



SKYDIVING LESSONS  
\$195.99



COACH® WALLET  
\$248.99

# WHICH COSTS MORE?



# WHICH COSTS MORE?



\$19.99



\$10.99

# WHICH COSTS MORE?



# WHICH COSTS MORE?



\$299.00



\$249.00

# WHICH COSTS MORE?



### WHICH COSTS MORE?



\$99.00



\$69.00

### WHICH COSTS MORE?



### WHICH COSTS MORE?



\$4.99



\$5.99

### WHICH COSTS MORE?



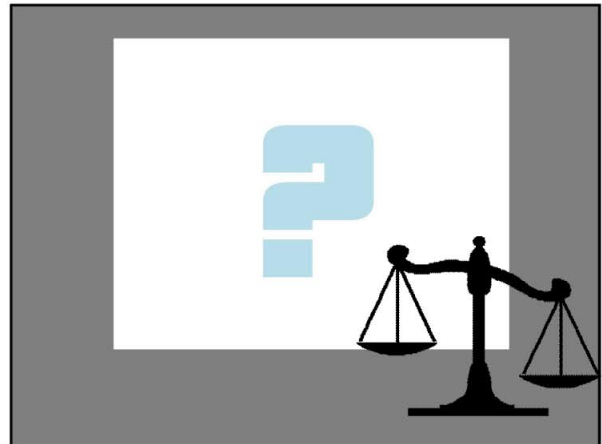
### WHICH COSTS MORE?



\$89.99



\$75.99




**WHICH COSTS MORE?**



POPULARITY      SHARING YOUR FAITH

**WHICH COSTS MORE?**




FEEDING THE HUNGRY      PRAYING AT SCHOOL

**WHICH COSTS MORE?**




HAPPINESS      HUMILITY

**WHICH COSTS MORE?**




RULES      GIVING

**WHICH COSTS MORE?**



KNOWING      ABIDING

**WHICH COSTS MORE?**



MERCY      SACRIFICE

## ■ ■ ■ ■ ■ Preparation

■ Make **four** copies of the “Family Devotion” template for everyone in your group.

■ Take the time to put together and lead your own family devotion time (using either the provided template or your own format), so that you can draw from your own experience in leading this session. Lead your family devotion time before you lead this session, so you can provide essential feedback and ideas to the students as they plan to lead their sessions.

■ Provide the students with a pen or pencil to work on their family devotion template.



thirty

**Discipline:**  
MINISTRY

**Verses:** LUKE 1:17; MALACHI 4:6;  
HEBREWS 4:12

**Purpose:** TO GIVE STUDENTS BOTH  
THE ENCOURAGEMENT AND A  
PRACTICAL RESOURCE TO  
LEAD A FAMILY DEVOTION  
TIME IN THEIR HOME .

## ■ ■ ■ ■ ■ Session Teaching Plan— 4 steps

■ **Step One – 10 min.** Ask the students if they have ever led a Bible study or devotion time of any kind. Take some time to let them discuss their experiences. Then ask the students if they have ever led a devotion with their family. Have a volunteer read Luke 1:17. Explain to the students that God mentioned this concept of “turning the hearts of the fathers to the children” here in Luke and back in Malachi 4:6 mentions the turning of the “children back to the fathers.” Remind them that it is important to God for the family to be united. Have another volunteer read Hebrews 4:12. Emphasize that the Word of God is powerful and can change the landscape and atmosphere of the family for God.

■ **Step Two – 10 min.** Hand out the “Family Devotion” templates to the students. Give each student four templates. Go over the process with the students. Explain that they can do the devotion in any way they see fit, but that we have provided a template for them, just in case they have a difficult time getting started in planning their family time. In our suggested template, we have included some sort of an activity to get things started. There is a verse or passage of Scripture that they have chosen, a time for verbal affirmation, and a

family prayer time. The devotion is designed to be no longer than 15 to 20 minutes.

■ **Step Three – 30 min.** Instruct the students to break up (not in groups, but alone) and get to a place where they will not be distracted. Tell them they will need to spend their time deciding on which family activity they will use and pick a Bible passage to read and discuss at their family devotion. In addition, they will need to decide how they want the family affirmation time to go, as well as the prayer time. Make sure to walk around and check on the students so that you can offer them help, if needed.

■ **Step Four – 10 min.** Ask each student to share briefly, the biblical passage they have selected and what significance it has for them and their family. Ask the students to decide on a time to lead their devotion later in the week so they can ask their family to participate as soon as possible. Tell them that you have given them four templates so that they can repeat the process. Dismiss the group.

# FAMILY DEVOTION

## Template

*This sheet is designed to be a guide, or template, to help you create a family devotion time that you will lead. It will include some suggestions to help get your creative juices flowing. However feel free to make this process your own. If you do not need this template, please use your own ideas as you put together your family devotion.*

**\*ACTIVITY/GAME** – *Suggestions:* 1. You could type the words of one of your favorite songs that has a message you would like your family to hear, and make copies for your family members. Then, play the song for them to start your devotion time. 2. You may want to ask each person from your family to share a few words about their day. 3. You may want to start your time with a card game or board game of your choice to get everyone focused on each other. The options are truly endless, but the point is that you get everyone focused on one another. Ask that everyone turn their phones off, and make sure that television and internet are not distractions during this devotion.

*--My Choice of Activity:*

**\*SCRIPTURE** – This is completely up to you. It will be better to pick a passage rather than a single verse because you will not only get a greater grasp of the context, but a passage will also spark better discussion than a single verse.

*--My Scripture:*

**\*AFFIRMATION** – This could be done in several ways. You could simply ask each family member to mention a positive quality that they see in the family member to their right. If you decide to lead multiple devotions with your family, you could pick one person for each time together and have everyone talk about the good things they see God doing in that one person. You could also pick one person, for each devotion, to do the affirming. Then, they would speak positive things about each family member.

*--My Plan for Affirmation:*

**\*PRAYER** – Once again, there are many ways to do this. The key is to think through what you feel would be the most meaningful for your family. Each person could pray for the person on their right. Or perhaps you could pick one person to be prayed for, and everyone could gather around that person and lay their hands on them. Then, you can speak prayers out loud over them. You may want to ask the different members of your family for prayer requests, and spend time addressing specific needs. You may want to pray for the father as the spiritual leader of the home at one of your devotions. You could also pray for your mother, for her role in your family. Once again, there are lots of options here, and many more, that you can think of and implement, yourself. You could also simply choose someone in the family to close in prayer.

*--My Plan for a Meaningful Prayer Time:*

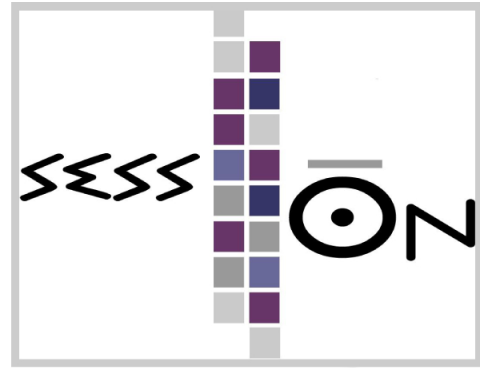


## ■ ■ ■ ■ ■ Preparation

■ Today's lesson will require students to do some writing, set up tables (if available) in your room. Pen or pencils will need to be provided.

■ Print and distribute a copy of "The SEEKER Study" to each student. Familiarize yourself with the steps of this bible study method, as you will be leading students through the process.

■ Secure at least five different translations of the bible (if possible). Have those available for students during the study time.



thirty-one

**Discipline:**  
MINISTRY

**Verses:** HEBREWS 11:6

**Purpose:** TO ENGAGE STUDENTS  
IN A SMALL GROUP BIBLE  
STUDY OF  
HEBREWS 11 : 6

## ■ ■ ■ ■ ■ Session Teaching Plan— 2 steps

■ **Step One - 50 min.** After students arrive, distribute a copy of "the SEEKER Study" to each of the students. Say "This week we will engage in an in-depth method of bible study. It is called the SEEKER Method, and it will help us break down a verse or passage for better interpretation and understanding." Divide the students in groups of three or four. Tell your group they will work as a team to ensure they finish the entire SEEKER handout. Walk students through the process for each step of the study and then let them begin. Allow students to spread out around the room if you need to. Be available to answer students' questions during the study. After about 35 minutes, bring students back together for discussion on the passage. Walk through the steps again, having the teams report different things they learned from the study.

■ **Step Two - 10 min.** Ask for any prayer requests and close in prayer.

# THE SEEKER STUDY

## HEBREW 11:6

The following are the components that make up "The SEEKER Study."

- **Scripture** ó This is one verse that you will study for the week.
- **Emphasis** ó What does the verse say? What is its meaning?
- **Examine the Context** ó What do the surrounding verses state?
- **Key Questions** ó Questions that the verses raise in your mind or that might pose a problem for someone else.
- **Execution** ó How will I execute what the passage has taught me? How can I put it into action in my own life?
- **Reproduce** ó How can I take what I've learned from this passage and simplify it so that it can be passed on to an individual or group?

### ***SCRIPTURE***

Copy the verse (Heb. 11:6) from three translations/paraphrases of the Bible. Write them below.

---

---

---

---

---

---

---

---

---

---

### ***EMPHASIS***

Write in your own words what this verse teaches. It is important that you only state what the verse says, and not to add detailed commentary. Write it below.

---

---

---

---

***EXAMINE THE CONTEXT***

Now you will concentrate upon the verses immediately preceding and following the verse. These are known as the context of the verse. Under the heading "Hebrews 11:1-40" record the first thoughts added by the verses preceding your Scripture verse. Then record the thoughts added by the verses following your Scripture verse. Again, do not add commentary; simply state what the verses are saying in your own words.

Hebrews 11:1-40

Preceding verses (vss. 1-5)

---

---

---

Following verses (vss. 7-40)

---

---

---

---

---

---

***KEY QUESTIONS***

Below, record the questions that the verses raise to you or the problems you think they may raise for someone else, Christian or non-Christian. Do not try to answer the questions. It might be helpful to do this verse by verse.

---

---

---

---

---

---

---

---

---

---

***EXECUTION***

Below, write out how you will execute or apply what you learned from this passage. What specific commitments do you need to make in regard to your attitudes or actions because of the teaching of this verse. Somewhere in your execution you should complete the following sentence. "Today I will" or "This week I will"

---

---

---

---

---

---

***REPRODUCE***

Now you will want to go back over what you have learned from this passage and decide what is reproducible in this text.

This is different than execution or application; execution is a personal issue of what YOU will do. Reproduction is taking what you have learned and finding a way to pass that truth on to others. In the space below write out what how to reproduce what you have learned. Share this with the group at the end of the group time.

---

---

---

---

---

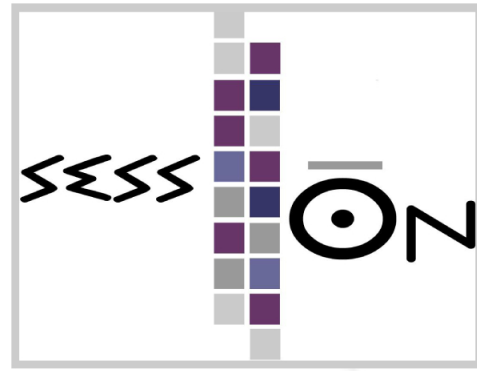
---

**The SEEKER Method of Bible study has been adapted, with permission, from materials published by ECHO Ministries, specifically, *The Discipling Cycle: Sharing Christ*. Copyrights are owned by ECHO Ministries and cannot be used without written permission.**

**Permission to duplicate this study has been granted to the BGCO and participating churches through Sumpero Youth Discipleship.**

## ■ ■ ■ ■ ■ Preparation

- Provide enough tables and chairs for students to get into groups.
- Print enough copies of **Give Us Clean Hands Lyrics** Handouts for each student.
- Secure an audio copy of “Give Us Clean Hands” by Charlie Hall (Note: if you need to download from iTunes, Chris Tomlin’s version will work). Also, have some way ready to play it so all can hear it during the session.
- Each student will need his/her Bible, pencil or pen, and journal or paper to write on.



thirty-two

### Discipline:

MEDITATION

Verses: PSALM 24

**Purpose:** TO CHALLENGE STUDENTS TO LEARN TO BE QUIET AND CONTEMPLATIVE BEFORE THE LORD.

## ■ ■ ■ ■ ■ Session Teaching Plan— 5 steps

- **Step One – 10 min.** Ask students to turn to Psalm 24. Read verses 1 and 2 aloud as students follow along. Say: “How many of you have your own cell phone?” Most will raise their hands. Read Psalm 24:1-2. Say: “How many of you own your own cell phones?” If most raise their hands again, read Psalm 24:1-2 again. Again, ask how many own their own cell phones (Note: the point is to get students to see that Psalm 24:1-2 tells us that *everything is God’s*).
- Discuss what these two verses mean to them. Say: “When we meditate, we simply take time to stop and think about something, pray over it, and listen to God through His Spirit. Let’s do what we did with the first two verses of Psalm 24 with the rest of the chapter. Let’s really pay attention to what God is trying to say to us. To help us, let’s listen to “Give Us Clean Hands.”
- **Step Two – 10 min.** Give every student a copy of **Give Us Clean Hands Lyrics** Handout sheet. Instruct the students to follow along with the song and underline or circle words or phrases jump out or mean something special to them. Play the song. When the song ends, ask the students to be quiet for a moment and think about what they have just heard. Discuss what words or phrases they marked and why.
- **Step Three – 15 min.** Have the students compare the lyrics of the “Give Us Clean Hands” and Psalm 24. Challenge them to find similarities. Discuss.
- **Step Four – 15 min.** Give the students the next fifteen minutes to practice meditating on the rest of Psalm 24. Remind them to be quiet before the Lord and listen to Him as they read and think about the passage. Encourage them to write whatever they see or hearing from God. Also encourage them to read other scripture that relates to what God is saying.
- **Step Five – 10 min.** Discuss what they saw or heard from God. Ask them what was easy about meditating on Psalm 24. Ask them what was challenging about it. If time permits, share prayer requests and pray to end the session.